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ABSTRACT

Presented in the first of a two volume series are four workshop training kits for development of teacher skills to be used with severely handicapped children and six workshop experience kits for training personnel to instruct inservice teachers. Directions are given for use of the kits, media, and a series of kits for evaluating, planning, or delivering information. The first section of each kit (for the leader) contains an overview of the activity, objectives, teacher prerequisites, time required, materials needed, step-by-step procedures, a discussion guide, and an evaluation form. The second part of each kit (for the trainee) contains materials for the activity, worksheets, a content evaluation form, a workshop evaluation form, and supplementary information on handicaps. Presented in the six kits are the following activities to be used with children with specific handicaps: a task analysis game for sequential teaching of trainable mentally retarded (TMR) and deaf blind (DB) children; an activity for specifying behaviors of multiply handicapped and TMR children; three demonstration reinforcement mystery games for teachers of DB or autistic children; and an activity involving charting behaviors of TMR, autistic, and DB children. Approximately 165 selected bibliographical references on behavior modification with low functioning children are listed as to source and price. The six kits for inservice teacher trainers provide the following activities: planning with teachers (through role playing), creating discussion tapes, practicing leadership skills, structuring scripts, evaluating workshop materials, and analyzing demonstrated behaviors of a workshop leader. (For volume 2, see EC 060 650.) (MC)

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WORKSHOP TRAINING KITS

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WORKSHOP TRAINING KITS

INTRODUCTION

Effective use of instructional materials for handicapped children depends on far more than availability and quality of those materials. The person who provides or prescribes the instruction for the children (teacher, para-professional or parent) needs to be aware, knowledgable and motivated. Teachers (or other adults) will use instructional materials and media only to the extent that they are "comfortable" with the materials and media.

The Instructional Materials Center for Handicapped Children and Youth at Michigan State University has been committed to more effective instruction for handicapped children. We have discovered through experiences here and elsewhere that dissemination of instructional materials depends heavily on the reduction of teacher anxieties and the increase of teacher awareness and skills. To accomplish these goals, no better way has been found than involving teachers in mediated learning experiences with instructional materials. Teachers learn <u>about</u> instructional materials through instructional materials; teachers learn to <u>use</u> instructional materials through experiences in which they, themselves, learn by <u>using</u> and experiencing effective learning through instructional materials.

BACKGROUND ON THE DEVELOPMENT OF THE WORKSHOP TRAINING KITS

During the winter of 1969, the Instructional Materials Center for Handicapped Children and Youth at Michigan State University designed its first "teacher training kit" for special education teachers. This first kit was created in an attempt to assess the need for such products in the Michigan-Indiana-Ohio region. The kit consisted of a detailed description of exactly what went on at a particular workshop. It appeared as a booklet and included copies of all of the worksheets that had been used.* The activity described in the kit was rather unique as compared to the "typical" workshops that were being offered in the region.

--it didn't need an expert to be successful (anyone could run the workshop).

--it could be used by a local person without having to run to East Lansing for instruction.

--it was built around participant involvement.

--the "message" that was being taught was communicated by the activity itself rather than by a post-activity lecture.

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*"Empirical Study of Instructional Materials Evaluation in Special Education," Monograph Series No. 3, by S. Joseph Levine, USOE/MSU Regional Instructional Materials Center for Handicapped Children and Youth, April, 1969.

--the activity used aspects of simulation as the vehicle for involvement.

The results of this first attempt at a training kit were scattered at first, but eventually feedback from throughout the United States started to filter back to us. This initial kit was being used extensively. The reaction of local users was positive. They liked the idea of being able to run their own workshop on a topic about which they did not feel particularly strong. They wanted more!

In the five years that have elapsed since the development of this first kit, over 75 different teacher training kits have been developed by the Center at Michigan State University. Numerous topic areas in special education have been covered. Formats ranging from simplistic games to role playing and detailed simulation have been experimented with and used. Workshop participant reactions have been studied along with participant change. A model for the design of workshop training materials has been gradually refined. The current state of development of these workshop training kits is found in this two volume set of training materials. Included are 16 different self-contained workshop training materials that can be used to cover a variety of topics.

USING THE WORKSHOP TRAINING KITS

ORGANIZATION OF THESE VOLUMES

The 16 different "kits" in these two volumes have been organized into three different "series." Each series focuses on a different area of instruction for a specific type of participant.*

SERIES 1 - LOW FUNCTIONING LEARNERS

A set of four workshop experiences designed to focus on the development of teacher skills necessary for working with children who are severely handicapped. The focus is on precise instructional procedures through the use of task analysis, clearly defined behaviors, reinforcement techniques, and graphic recording to assist in decision making.

SERIES 2 - IN-SERVICE TEACHER TRAINERS

A set of six workshop experiences for training personnel involved with in-service teacher training. The separate activities include the use of media for communicating with teachers, how to evaluate workshop materials, and techniques for planning and conducting workshops.

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*The selection of these three areas of focus has been made in conjunction with the State Departments of Education in Michigan, Indiana and Ohio. The three areas were designated by these agencies as high priority areas for training activities.

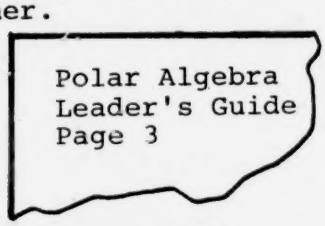
SERIES 3 - CHILDREN WITH LEARNING DIFFICULTIES

A set of six workshop experiences designed to focus on the development of teacher skills necessary for working with children who have isolated learning problems (learning disabilities). Included are activities ranging from the understanding of terminology, the necessity for appropriate planning, and the use of specific diagnostic/prescriptive procedures.

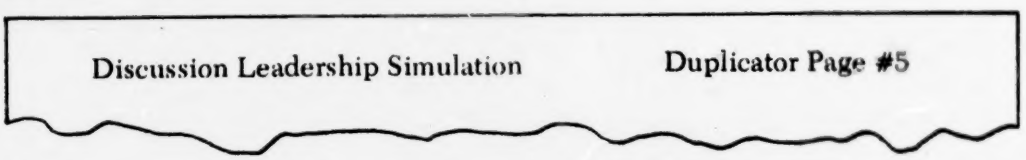
Each of the 16 kits has two different sections. The first part of each kit is the Leader's Guide. Included in this section is an overview of the activity, the objectives, any special teacher or trainer prerequisites, the time that will be needed, the materials that will be needed, special considerations regarding physical arrangements, the step-by-step procedure for conducting the activity, and a discussion guide.

The second part of each kit contains master copies of all materials that are needed to conduct the activity. The Leader's Guide provides specifications regarding how many copies of a particular master will be needed, how many copies to pass out, and which masters should be used for making overhead transparencies. For some kits, a Supplementary Information handout has been included in the second section. This has been included to provide the workshop leader with background information on the topic covered in the kit. The Supplementary Information sheet may also be used as a handout to the participants at the conclusion of the activity.

All pages in the entire two volume set have been clearly numbered and identified to assist in the organization of the materials. The pages of each Leader's Guide are numbered in the upper left corner.



At the top of each page to be used as a master for a worksheet, handout, etc. there appears the kit title and the duplicator page number.



At the top of each page to be used as a master for a transparency there appears the kit title and the transparency page number.

USE OF MEDIA IN TEACHER TRAINING

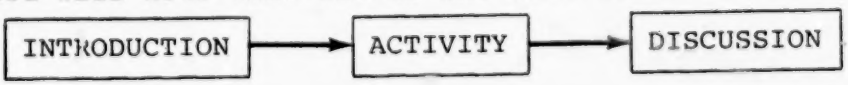
The use of media in teaching has recently become one of the most popular topics for in-service teacher training workshops. This topic has been stimulated by the fact that designed use of mediated experiences in the education of handicapped children can promote learning through increased involvement, motivation, and a higher degree of reality in the instructional environment. Rather than providing a kit that specifically focuses on "How To Use Media," the use of media has been carefully interwoven in almost every one of the 16 activities. This non-direct approach to teaching the use of media for instruction is based upon Marshall McLuhan's statement that the "medium is the message." McLuhan's statement refers to the concept that the most influential message that can be communicated is that which is found in how you are actually communicating. To talk about the use of a tape recorder communicates the message "talk." To have participants experience a tape recorder communicates the message "tape recorder."

For example, in various activities the participants will find themselves being instructed through the use of an overhead projector (they will be learning the instructional use of an overhead projector); they will be responding on an acetate worksheet that will be projected to the rest of the group (they will be learning how to prepare overhead transparencies); they will be viewing a videotape (they will be learning the instructional use of videotape recordings); they will be creating a cassette tape recording (they will be learning the instructional use of tape recorders); they will be involved in simulated environments (they will be learning the use of instructional simulations); etc. This procedure for involving media as a part of the training experience has been carefully planned to truly communicate the instructional uses of media to the participant. Don't be misled because no single activity is labeled as a media teaching activity. They all are!

SOME SUGGESTIONS ON USE

There is a great temptation with any group of prepared material such as this set of training kits to use them exactly as specified. This can lead to problems when the specifications of the kit do not exactly meet your own specific needs. All of the kits may be altered to better fit your specific needs. Examine the kit and make modifications or corrections so that it will work in your situation. Many of the kits provide instructions on how to modify or change them based on differing situations. Others have been designed for the most typical uses. However, groupings may be altered, topic areas changed, instructions modified, or handouts included which will customize the kit to your situation.

You will note that all of the kits follow a basic delivery format.



The workshop begins with a short introduction to the participants. This is used to establish the objectives in the participants' minds and serves to provide them with an advance organizer of what will be the focus of the session. The main body of the session is an activity. All of the activities involve some form of instructional game or instructional simulation that has been designed to communicate the ideas, procedures, or information for the session. The session is concluded with a discussion period. The discussion is used to reinforce the learning presented during the activity.

Take advantage of the activity time during the workshop. The activities are designed so that once the participants have begun there is little need for intervention from the leader. Use this time to spot check how the participants are doing. If needed, assist individuals or groups that may need help. Observe interactions and make notes on what is occurring throughout the room. Go over once again the Discussion Guide to refresh your memory on the focus and procedure for the concluding discussion. While the participants are involved during the activity, invest your time in guaranteeing a conclusion to the activity that will provide the participants with the closure that is so necessary.

Prior to using any of the kits, take time to carefully read through the Leader's Guide and all participant worksheets. Make sure you understand the topic area, the learning that will be undertaken, and all of the mechanical aspects of the workshop (what worksheets are needed, when are they to be used, how will the participants be seated, etc.). Be prepared so that the workshop will run smoothly. The kits have been designed to provide you with a clear presentation of exactly what is needed to run the workshop. In many cases the leader's role has been so designed that only a minimum of preparation is needed. Extra preparation, however, will always help in making the workshop even more successful!

WORKSHOP EVALUATION

Provided with each of the 16 activities are two masters for duplicating copies of two different evaluation forms.

The Workshop Evaluation Form has been included to elicit participant feedback on the overall workshop experience. The responses to this form will assist you in making decisions regarding how the participants perceived the workshop.

The Content Evaluation Form includes items used in our formative testing of the workshop content. Responses on this form will allow you to make decisions regarding the participant learning that has taken place during the activity. You will note that the Content Evaluation Forms have been designed to be used both prior to the activity (Pre Test) and following the activity (Post Test). An examination of the difference between Pre Test and Post Test scores

will provide an indication of the learning that has taken place. You will also find on the page following the Content Evaluation Form a completed form with the italicized answers that frequently occurred during our field testing of the kit. This will provide you a guide for analyzing participant responses.

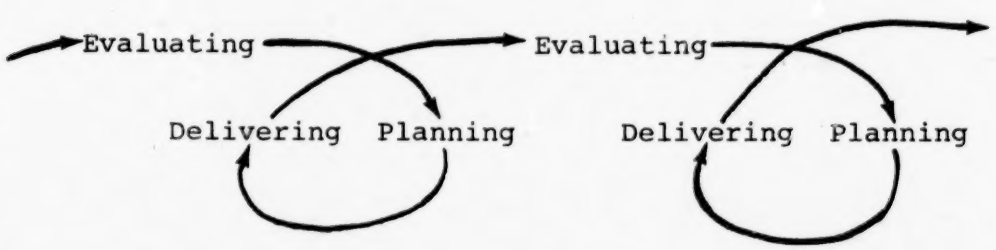
Room has been provided on all evaluation forms for the addition of extra items that you might want to add to gather data on areas not covered with the existing items. (i.e., modifications to the kit, specific requirements of your school system, etc.)

REPRODUCTION OF THESE KITS

Care has been taken in the design of these materials to provide for ease of duplication. Permission is given to any individual or agency to reproduce the materials in any desired quantity for local use. However, at no time shall the materials be sold or any fee charged a participant attending any workshop that is conducted with these materials. A charge may be made to recover actual costs involved in duplication if such a charge is absolutely necessary. At no time shall a profit be made on the use of these materials. When duplicated or used after revision, full credit must be given the MSU Center and the primary author(s) as found on the title page of each individual kit.

USING A SERIES OF KITS

To teach handicapped children or train teachers at a workshop necessitates three separate but interlocking abilities. The good teacher or teacher trainer is able to plan the instruction for a learner, actually deliver the instruction, and then evaluate the learning. Workshops usually focus on one of these three areas with probably the greatest attention given to delivery. Of course, delivery is highly dependent on planning which in turn is derived from evaluation which is based on delivery which is highly dependent on planning, etc., etc. What we have is a cyclical movement through the three abilities.



Of course, it is completely arbitrary where the process begins. In fact, we are often involved in all three processes simultaneously for a particular learner.

The 16 training kits each can be viewed in regards to their individual focus on evaluating, planning, or delivering. It is suggested that when two or more kits are to be used in a series (either on the same day, successive days, successive weeks, etc.) they be selected according to how they complement each other according to this cyclical model. In other words, if you choose a delivery activity to begin, you should follow it with an evaluation activity. If a third workshop is to be offered, it should relate to planning. Ideally, a series of workshops should consist of at least four successive steps in the cyclical model. In this way the participants will have an opportunity to practice each separate process and also have an opportunity to see the effect of each process on the one following it. The following chart shows the process for each of the kits.

	Planning	Delivering	Evaluating
Series 1:			
Task Analysis Game	X	X	
Describe Your Learner	X		X
Reinforcement Mystery Games		X	X
Charting Behavior	X		X
Series 2:			
Planning With Teachers	X		
Creating Discussion Tapes	X	X	X
Discussion Leadership Simulation		X	
Structured Scripts	X	X	
Evaluating Workshop Materials			X
The Leader Acts...			X
Series 3:			
Educational Planning	X		X
L.D. Planning Priorities Game	X		
Polar Algebra		X	X
The Analogy Game	X	X	
L.D. Card Game	X		X
Teaching Children With Communication Handicaps		X	X

A QUICK LOOK AT THE KITS

The following short descriptions will provide you with a quick overview of the 16 kits that are included. Turn to the Leader's Guide for each kit for a detailed overview of each activity.

Series 1: Low Functioning Learners

Task Analysis Game - Small group interaction in sequencing objectives and activities in a task ordered arrangement.

Describe Your Learner - Self-paced activity that leads participants through a series of worksheets in specifying countable behaviors.

Reinforcement Mystery Games - Set of three demonstration/involvement activities for understanding the dynamics of reinforcement in learning.

Charting Behavior - Small group activity built on analyzing and constructing systems for charting behavior.

Selected Bibliographical References on Behavior Modification with Low Functioning Children - A listing of Professional References, Journals and Bibliographies; Idea Books for Teachers; Mediated In-Service Training Materials; Instructional Materials.

Series 2: In-Service Teacher Trainers

Planning With Teachers - Group role playing experience demonstrating three approaches to conducting a planning meeting prior to a workshop.

Creating Discussion Tapes - Participants design, use, and evaluate an instructional tape recording that stimulates discussion.

Discussion Leadership Simulation - Practice in the use of three different discussion leadership styles.

Structured Scripts - Designing and using a tape recording to disseminate information about instructional materials to teachers.

Evaluating Workshop Materials - The use of four criteria in identifying the strengths and weaknesses of teacher training materials.

The Leader Acts... - Analyzing the demonstrated behaviors of a workshop leader.

Series 3: Children With Learning Difficulties

Educational Planning - A three part decision making activity that focuses on educational responsibility, educational placement, and educational programming.

L.D. Planning Priorities Game - Using the diagnostic/prescriptive process.

Polar Algebra - A simulation of a learning difficulty and an opportunity to select appropriate remediation.

The Analogy Game - A competitive game built around the construction of analogies.

L.D. Card Game - A team game using diagnostic terms, symptomology, and remedial strategies.

Teaching Children With Communication Handicaps - A simulation of three different forms of sensory deprivation as related to learning.

Selected Bibliographical References on Learning Disabilities - A listing of Professional References and Journals; Idea Books for Teachers; Mediated In-Service Training Materials; Instructional Materials.

A WORD (OR TWO) ABOUT THE AUTHORS

Three members of the staff of the MSU Center, Ted Ward, S. Joseph Levine, and Nancy Carlson have been primarily responsible for the development of these kits. All three have had extensive background in the development of designed experiences for in-service teacher training. As you will notice, each kit notes the "primary" author(s). This is so indicated because all three designers were involved with the design of almost all of the kits. For each kit, however, a primary author(s) was responsible for that kit to see that it was designed, field tested, revised and re-tested.

ACKNOWLEDGEMENTS

The authors are indebted to Mrs. Lynn Kinzel, our multi-faceted secretary, who was able, in a short length of time, to develop into an untiring expert in formating, editing, proofing, and re-writing. She was responsible for taking the many versions of each kit and molding them into this final product.

Our thanks to Miss Sue Ann Yovanovich for valuable assistance in the original planning of the kits and the massive details associated with field testing. Mrs. Emilie Martin and Miss Linda Horenstein did an excellent job of organizing the supplementary information and bibliography sections.

Finally, our appreciation to all of the teachers and teacher-trainers in our three state region who participated in our field testing. We would especially like to single out the following individuals who used our materials and provided feedback regarding their use and suggested modifications: Mrs. Peggy Tenney, Michigan Curriculum Resource Consultant, Muskegon Public Schools; Mr. Fred Parker, Michigan Curriculum Resource Consultant, Farmington Schools; Mr. Jim Fleming, Assistant Professor (Education of Learning Disabled Children), MSU; Dr. Ron Wolthuis, Assistant Professor (Education of Emotionally Disturbed Children), MSU; Dr. Gene Pernell, Assistant Professor (Education of Emotionally Disturbed Children), MSU; Mrs. Carol Weller, Coordinator, Northeast Regional Instructional Resource Center for Handicapped Children and Youth, Fort Wayne, Indiana; Mr. Dave Braukman, Coordinator, Instructional Resource Materials Center, Cincinnati, Ohio; Mrs. Eunice Shonk, Coordinator, Instructional Resource Materials Center, Milan, Ohio; Mr. Arnold Trafalet, Michigan Curriculum Resource Consultant, Cheboygan-Otsego-Presque Isle Intermediate School District; Mrs. Beverly Farr, Michigan Curriculum Resource Consultant, Allegan Intermediate School District; Dr. Edward Frierson, Executive Director, Nashville Learning Center, Nashville, Tennessee; Dr. James Poteet, Director, Diagnostic Teaching Center, Indianapolis, Indiana.

Ted Ward
S. Joseph Levine
Nancy Carlson

August 1973

WORKSHOP TRAINING KIT

TASK ANALYSIS GAME

PRIMARY AUTHOR

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TASK ANALYSIS GAME

--LEADER'S GUIDE--

OVERVIEW

The TASK ANALYSIS GAME is a set of two small group sorting/ordering/matching exercises designed to create an awareness of the role of task analysis in the teaching of low functioning children. The two exercises are drawn from actual teaching procedures used with deaf/blind children. In each of the two exercises the groups are presented with a pair of envelopes. The first envelope contains a set of objectives. The groups must sort them out and put them in a sequential order going from the lowest (earliest) objective to the highest (latest) objective. When completed, the group compares their construction with an overhead transparency. Then they go to the second envelope which provides a set of teaching activities that will fulfill the objectives. They must match the activities to the objectives.

After a short discussion, the groups move on to two further pairs of envelopes. This pair shows a further advanced instructional task and also contains a larger group of objectives/activities.

This second pair of envelopes also asks the groups to generate two "extra" activities to help fulfill two of the given objectives.

OBJECTIVES

Through the activity the participant will

--organize and sequence a set of instructional objectives.

--organize and sequence a set of instructional activities.

At the conclusion of the activity the participant will

--be able to list the sequence of events that make up a systematic instructional task analysis.

PREREQUISITES

There are no special prerequisites for either the leader or participants to successfully participate in this activity.

TIME NEEDED

Approximately one hour is needed for the activity.

Introduction	10 minutes
Exercise One	15 minutes
Exercise Two	20 minutes
Discussion	15 minutes

MATERIALS NEEDED

1. TO BE DUPLICATED:

All pages to be duplicated are marked "Duplicator Page #__" in the upper right hand corner. Use the pages in this kit so marked as masters. The pages marked "Transparency Page #__" should be used as masters to process overhead transparencies.

ONE FOR EACH GROUP:

--Exercise 1 Objectives/ Activities*	Duplicator Page 1
--Exercise 2 Objectives/ Activities*	Duplicator Pages 2-4

ONE FOR EACH PERSON:

--Content Evaluation Form	Duplicator Page 5
--Workshop Evaluation Form	Duplicator Page 6
--Supplementary Information	Duplicator Pages 7-16

2. OTHER MATERIALS:

--Task Analysis	Transparency Page 1
--Exercise 1 - Feedback	Transparency Page 2
--Exercise 2 - Feedback	Transparency Page 3
--Envelopes (4 per group)	
--Overhead projector	

*NOTE: The numbers and letters on the card have been randomly inserted and serve only for the participants to quickly check their arrangements.

PHYSICAL ARRANGEMENTS NEEDED

Tables and chairs sufficient to organize participants in groups of three or four with each group at a separate table. By providing a separate table for each group, the groups will have room to arrange their objective cards and activity cards on the table top.

PROCEDURE

1. If you will be using a pre-test (Content Evaluation), you should administer it at the very beginning.

2. Introduce the concept behind task analysis. Use Transparency #1 to provide an overview of the four main points.

   --Goal
   --Level at which student is currently functioning
   --Sequence of objectives that must be used to reach goal
   --Instructional activities that will fulfill each objective

   Reinforce the concept that task analysis must consider all four. Many teachers only consider task analysis in terms of the instructional activities that will be used. This is a very shallow approach.

   Discuss the necessity and importance of each of the four stages in working with low functioning children. The advantages of task analysis include:

   --higher assurance of reaching goal if intermediate (enabling) objectives are understood.

   --higher assurance of reaching goal if objectives are sequenced in order of difficulty to the learner.

   --higher assurance of reaching goal if learner enters the instructional sequence at a point commensurate with his functioning level.

   --higher assurance of observing learner change if all steps are known.

3. Divide and seat participants around tables in groups of 3-4.

4. Provide each group with two envelopes. One envelope, labelled "Objectives," contains the objective cards cut up from Duplicator Page 1. The other envelope, labelled "Activities," contains the activity cards cut up from Duplicator Page 1.

   Instruct the groups to open the "Objectives" envelope and arrange the objectives in sequential order, beginning with the lowest level objective and ending with the highest level objective. Allow about 5-7 minutes.

5. Project only the left side of transparency #2 and have groups check the order of their objectives. (Cover the right half

of the transparency with a piece of paper.) Discuss any problems or questions. Before continuing the activity, make sure all groups have the objectives in the correct order.

6. Instruct the groups to open the "Activities" envelope and arrange the activity cards with the corresponding objective cards. Allow 5-7 minutes.

7. Project all of transparency #2. Have groups check their card arrangements and discuss any problems or questions.

   You may want to mention that the objectives and activities are designed for a low functioning child and consequently are at a very low level.

8. Conduct Exercise 2 in the same manner as Exercise 1.

9. At the end of Exercise 2, have the groups create two more activities that would help fulfill the objectives. These can be written on blank slips of paper and inserted at the appropriate places in their arrangements.

10. Large group discussion.

11. Post test (see the last pages of this guide for content evaluation and workshop evaluation forms).

DISCUSSION GUIDE

You will probably have short discussion periods at appropriate places during the activity. The following topics should be brought out either during the activity or at the conclusion.

--It is important to first understand the objectives before designing instructional activities.

--How did the objectives in the second exercise differ from the first exercise?

--Why did the first objectives in the second activity have the child place the objects on chairs? (Make sure the child is able to sort.)

--Stress the idea that (1) more than one activity can be used in fulfilling an objective and (2) an activity can assist in fulfilling more than one objective.

--Have groups read the activities they designed in Exercise 2. Do the activities they have created really fulfill the selected objectives?

--What rationale did the groups use in selecting the activities that they designed in Exercise 2?

--What have the participants learned about task analysis?

EVALUATION

Two forms are provided which can be used to help you gather data on content learning and the workshop activity itself. On the content evaluation form we have included in italics those answers most frequently occurring during our field testing of the kit. Perhaps they will assist you to evaluate your workshop responses.

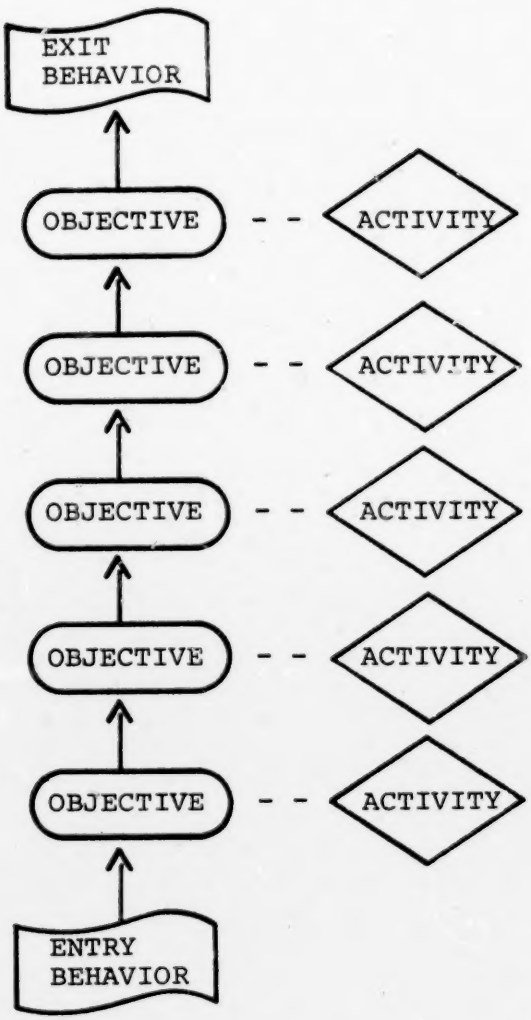
TASK ANALYSIS

TASK ANALYSIS CONSISTS OF *SELECTING A GOAL* (TASK) THAT IS APPROPRIATE FOR A LEARNER,

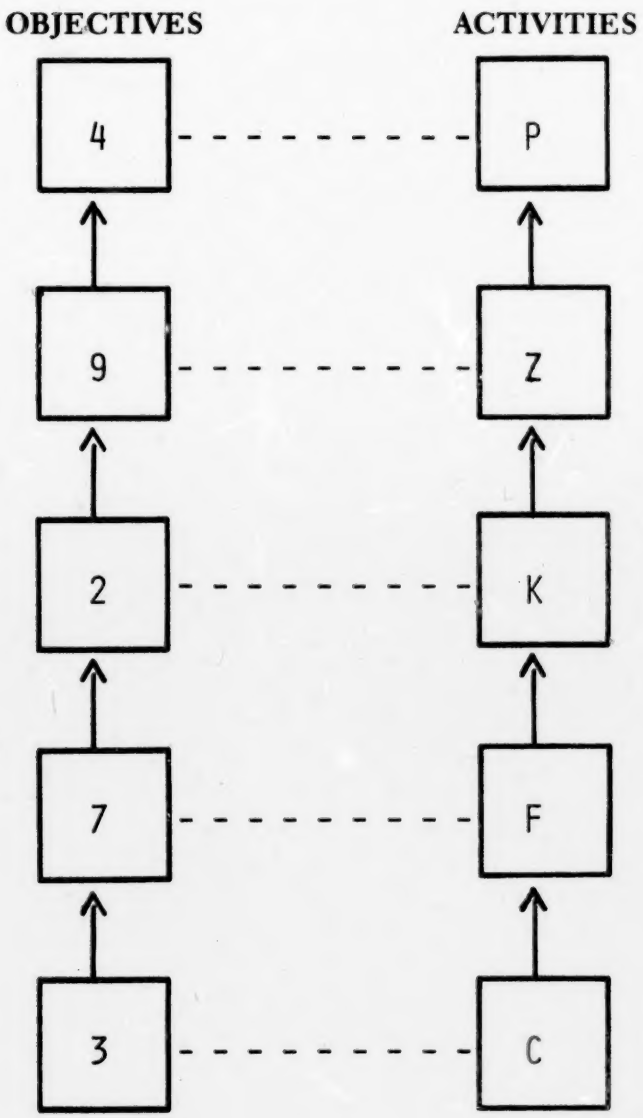
UNDERSTANDING THE LEVEL AT WHICH THE LEARNER IS FUNCTIONING,

DEFINING THE STEPS (OBJECTIVES) THAT THE LEARNER MUST SEQUENTIALLY ACCOMPLISH,

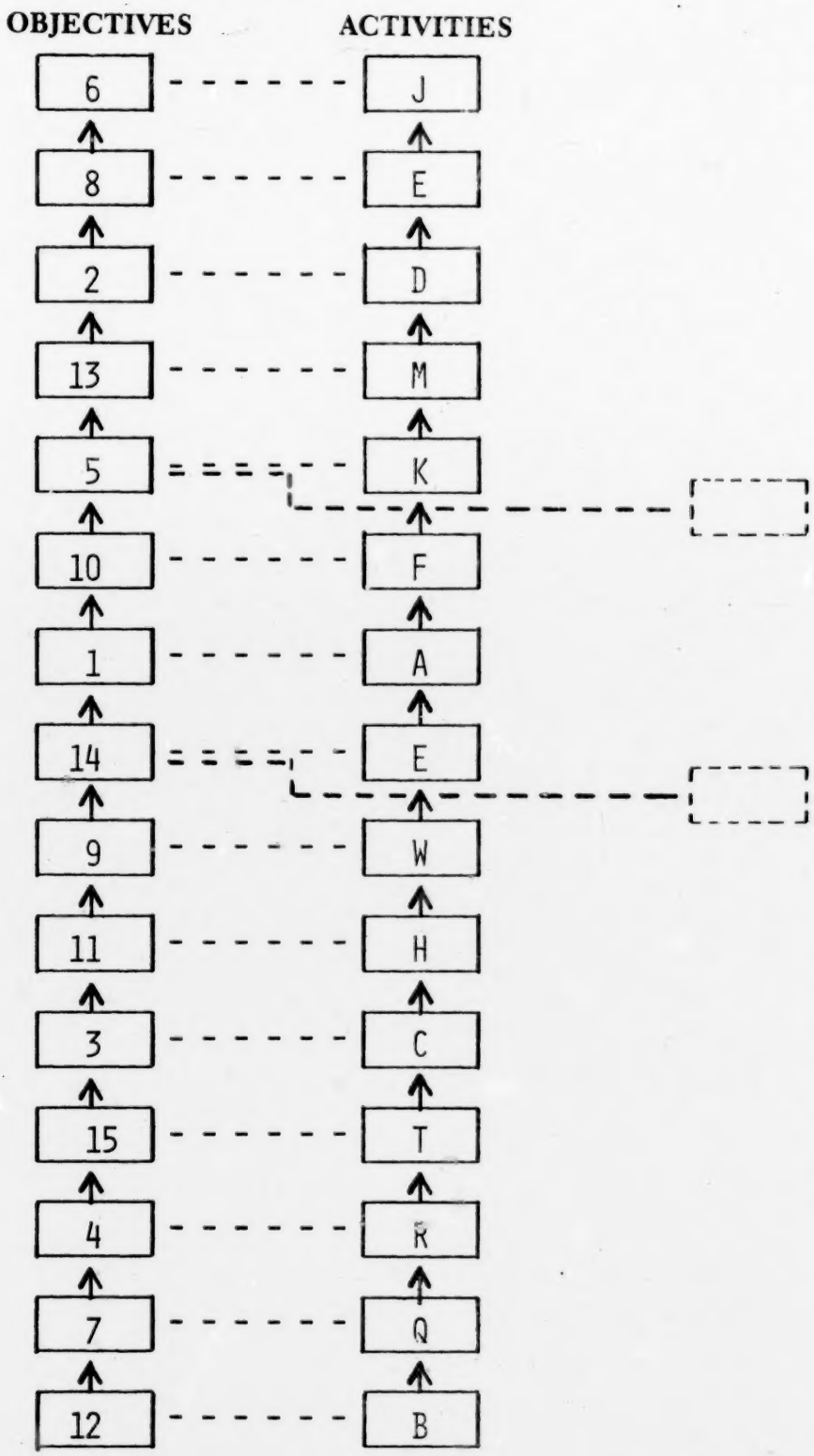
AND THEN *DESIGNING THE ACTIVITIES* THAT WILL ASSIST THE LEARNER IN FULFILLING EACH OBJECTIVE.



EXERCISE 1—FEEDBACK



EXERCISE 2—FEEDBACK



3

OBJECTIVE

WHEN GIVEN AN OBJECT, THE CHILD WILL BE ABLE TO RESPOND IN A SPECIFIED MANNER.

C

ACTIVITY

GIVE THE CHILD A SHOE. HAVE THE CHILD TAKE IT, SLIDE ALONG A BENCH AND PLACE IT ON A CHAIR AT THE END OF THE BENCH. MOVE WITH THE CHILD UNTIL HE IS ABLE TO DO ALONE.

7

OBJECTIVE

WHEN GIVEN A SECOND OBJECT THAT IS DIFFERENT FROM THE FIRST, THE CHILD WILL BE ABLE TO RESPOND IN A SPECIFIED MANNER THAT IS DIFFERENT FROM THE FIRST.

F

ACTIVITY

GIVE THE CHILD AN ORANGE. HAVE THE CHILD TAKE IT, WALK ALONG AN OUTSTRETCHED CLOTHES LINE AND PLACE THE ORANGE IN A WASTE BASKET AT THE END. MOVE WITH THE CHILD UNTIL HE IS ABLE TO DO ALONE.

2

OBJECTIVE

WHEN GIVEN A THIRD OBJECT THAT IS DIFFERENT FROM THE FIRST TWO, THE CHILD WILL BE ABLE TO RESPOND IN A SPECIFIED MANNER THAT IS DIFFERENT FROM THE FIRST TWO.

K

ACTIVITY

GIVE THE CHILD A BOOK. HAVE THE CHILD TAKE IT, CRAWL ON TOP OF A ROW OF TOWELS AND PLACE IT NEXT TO A BOX. MOVE WITH THE CHILD UNTIL HE IS ABLE TO DO ALONE.

9

OBJECTIVE

WHEN GIVEN EACH OF THE THREE OBJECTS IN THE ORDER ORIGINALLY PRESENTED, THE CHILD WILL RESPOND IN THE CORRECT MANNER FOR EACH. THE OBJECTS WILL BE GIVEN ONE AT A TIME AND THE CHILD WILL RESPOND TO EACH BEFORE GIVEN THE NEXT OBJECT.

Z

ACTIVITY

GIVE THE CHILD A SHOE AND HAVE CHILD RESPOND ACCORDINGLY. MOVE WITH CHILD IF NECESSARY. THEN GO ON TO THE ORANGE (SECOND OBJECT) AND FINALLY THE BOOK (THIRD OBJECT).

4

OBJECTIVE

WHEN GIVEN EACH OF THE THREE OBJECTS IN A RANDOM ORDER, THE CHILD WILL RESPOND IN THE CORRECT MANNER FOR EACH. THE OBJECTS WILL BE GIVEN ONE AT A TIME AND THE CHILD WILL RESPOND TO EACH BEFORE GIVEN THE NEXT OBJECT.

P

ACTIVITY

GIVE THE CHILD AN ORANGE AND HAVE CHILD RESPOND ACCORDINGLY. MOVE WITH CHILD IF NECESSARY. THEN GO ON TO THE BOOK (THIRD OBJECT) AND FINALLY THE SHOE (FIRST OBJECT).

12

OBJECTIVE

WHEN A PLATE IS PRESENTED TO THE CHILD, THE CHILD WILL TAKE IT AND PLACE IT ON THE FIRST OF FOUR CHAIRS.

B

ACTIVITY

HOLD UP A PLATE. SAY THE WORD "PLATE" TO THE CHILD. GIVE THE PLATE TO THE CHILD AND MOVE WITH THE CHILD AND PLACE ON THE FIRST CHAIR. CONTINUE UNTIL CHILD IS ABLE TO DO ALONE.

7

OBJECTIVE

WHEN A CUP IS PRESENTED TO THE CHILD, THE CHILD WILL TAKE IT AND PLACE IT ON THE SECOND OF FOUR CHAIRS.

Q

ACTIVITY

HOLD UP A CUP. SAY THE WORD "CUP" TO THE CHILD. GIVE THE CUP TO THE CHILD AND MOVE WITH THE CHILD AND PLACE ON SECOND CHAIR. CONTINUE UNTIL CHILD IS ABLE TO DO ALONE.

4

OBJECTIVE

WHEN A SPOON IS PRESENTED TO THE CHILD, THE CHILD WILL TAKE IT AND PLACE IT ON THE THIRD OF FOUR CHAIRS.

R

ACTIVITY

HOLD UP A SPOON. SAY THE WORD "SPOON" TO THE CHILD. GIVE THE SPOON TO THE CHILD AND MOVE WITH THE CHILD AND PLACE ON THIRD CHAIR. CONTINUE UNTIL CHILD IS ABLE TO DO ALONE.

15

OBJECTIVE

WHEN A NAPKIN IS PRESENTED TO THE CHILD, THE CHILD WILL TAKE IT AND PLACE IT ON THE FOURTH CHAIR.

T

ACTIVITY

HOLD UP A NAPKIN. SAY THE WORD "NAPKIN" TO THE CHILD. GIVE THE NAPKIN TO THE CHILD AND MOVE WITH THE CHILD AND PLACE ON FOURTH CHAIR. CONTINUE UNTIL CHILD IS ABLE TO DO ALONE.

3

OBJECTIVE

WHEN A PLATE, CUP, SPOON AND NAPKIN ARE PRESENTED TO THE CHILD (ONE AT A TIME IN THE ORDER ORIGINALLY PRESENTED) THE CHILD WILL RESPOND BY PLACING EACH ON ITS APPROPRIATE CHAIR. (THE CHILD WILL TAKE ONE OBJECT AND PLACE IT BEFORE BEING PRESENTED WITH THE NEXT.)

C

ACTIVITY

HOLD UP A PLATE. SAY THE WORD TO THE CHILD AND HAVE CHILD PICK UP AND PLACE ON FIRST CHAIR. CONTINUE IN SAME WAY FOR OTHER THREE OBJECTS.

11

OBJECTIVE

WHEN A PLATE, CUP, SPOON AND NAPKIN ARE PRESENTED TO THE CHILD (ONE AT A TIME IN A RANDOM ORDER) THE CHILD WILL RESPOND BY PLACING EACH ON ITS APPROPRIATE CHAIR. (THE CHILD WILL TAKE ONE OBJECT AND PLACE IT BEFORE BEING PRESENTED WITH THE NEXT.)

H

ACTIVITY

HOLD UP A CUP. SAY THE WORD TO THE CHILD AND HAVE CHILD PICK UP AND PLACE ON SECOND CHAIR. CONTINUE IN SAME MANNER WITH OTHER OBJECTS. PRESENT OBJECTS IN RANDOM ORDER.

9

OBJECTIVE

WHEN A PLATE AND A CUP ARE BOTH PRESENTED TO THE CHILD, THE CHILD WILL TAKE THEM, ONE AT A TIME, AND PLACE THEM ON THEIR CORRESPONDING CHAIR.

W

ACTIVITY

HOLD UP A PLATE AND CUP. SAY THE WORD "PLATE" TO THE CHILD AND HAVE THE CHILD SELECT PLATE, PICK UP AND PLACE ON FIRST CHAIR. (CONTINUE IN SAME WAY FOR CUP.)

14

OBJECTIVE

WHEN A PLATE, CUP AND SPOON ARE ALL PRESENTED TO THE CHILD, THE CHILD WILL TAKE THEM, ONE AT A TIME AND PLACE THEM ON THEIR CORRESPONDING CHAIR.

E

ACTIVITY

HOLD UP A PLATE, CUP AND SPOON. SAY THE WORD "PLATE" TO THE CHILD AND HAVE CHILD SELECT PLATE, PICK UP AND PLACE ON FIRST CHAIR. (CONTINUE IN SAME WAY FOR OTHER TWO OBJECTS.)

1

OBJECTIVE

WHEN A PLATE, CUP, SPOON AND NAPKIN ARE ALL PRESENTED TO THE CHILD, THE CHILD WILL TAKE THEM, ONE AT A TIME, AND PLACE THEM ON THEIR CORRESPONDING CHAIR.

A

ACTIVITY

HOLD UP A PLATE, CUP, SPOON AND NAPKIN. SAY THE WORD "PLATE" TO THE CHILD AND HAVE CHILD SELECT PLATE, PICK UP AND PLACE ON FIRST CHAIR. (CONTINUE IN SAME WAY FOR OTHER THREE OBJECTS.)

10

OBJECTIVE

WHEN A GROUP OF PLATES, CUPS, SPOONS, AND NAPKINS ARE ALL PRESENTED TO THE CHILD, THE CHILD WILL TAKE THEM, ONE AT A TIME, AND PLACE THEM ON THEIR CORRESPONDING CHAIR.

F

ACTIVITY

HOLD UP 3 PLATES, 3 CUPS, 3 SPOONS AND 3 NAPKINS. SAY THE WORD "PLATE" TO THE CHILD AND HAVE CHILD SELECT ALL OF THE PLATES AND ONE AT A TIME PLACE THEM ON THE FIRST CHAIR. (CONTINUE IN THE SAME WAY FOR THE OTHER OBJECTS.)

5

OBJECTIVE

WHEN A PLATE IS PRESENTED TO THE CHILD, THE CHILD WILL TAKE IT AND PLACE IT ON THE DINNER TABLE.

K

ACTIVITY

SHOW THE CHILD A DRAWING OF THE DINNER TABLE WITH THE OUTLINE OF A PLATE DRAWN IN. HOLD UP A PLATE, SAY THE WORD TO THE CHILD AND HAVE CHILD PICK UP AND PLACE ACCORDING TO DRAWING.

13

OBJECTIVE

WHEN A CUP IS PRESENTED TO THE CHILD, THE CHILD WILL TAKE IT AND PLACE IT ON THE DINNER TABLE, ABOVE THE PLATE.

M

ACTIVITY

SHOW THE CHILD A DRAWING OF THE DINNER TABLE WITH THE OUTLINE OF A PLATE AND A CUP DRAWN IN. HOLD UP A CUP, SAY THE WORD TO THE CHILD AND HAVE CHILD PICK UP AND PLACE ACCORDING TO DRAWING.

2

OBJECTIVE

WHEN A SPOON IS PRESENTED TO THE CHILD, THE CHILD WILL TAKE IT AND PLACE IT ON THE DINNER TABLE, TO THE RIGHT OF THE PLATE.

D

ACTIVITY

SHOW THE CHILD A DRAWING OF THE DINNER TABLE WITH THE OUTLINE OF A SPOON DRAWN IN. HOLD UP A SPOON, SAY THE WORD TO THE CHILD AND HAVE CHILD PICK UP AND PLACE ACCORDING TO DRAWING.

8

OBJECTIVE

WHEN A NAPKIN IS PRESENTED TO THE CHILD, THE CHILD WILL TAKE IT AND PLACE IT ON THE DINNER TABLE TO THE RIGHT OF THE SPOON.

E

ACTIVITY

SHOW THE CHILD A DRAWING OF THE DINNER TABLE WITH THE OUTLINE OF A NAPKIN DRAWN IN. HOLD UP A NAPKIN, SAY THE WORD TO THE CHILD AND HAVE CHILD PICK UP AND PLACE ACCORDING TO DRAWING.

6

OBJECTIVE

WHEN A PLATE, CUP, SPOON AND NAPKIN ARE PRESENTED TO THE CHILD (ONE AT A TIME IN THE ORDER ORIGINALLY PRESENTED) THE CHILD WILL TAKE EACH AND PLACE IT ON THE DINNER TABLE IN THE APPROPRIATE POSITION. (THE CHILD WILL TAKE ONE OBJECT AND PLACE IT BEFORE BEING PRESENTED WITH THE NEXT.)

J

ACTIVITY

HOLD UP A PLATE, SAY THE WORD AND HAVE THE CHILD PICK UP AND PLACE IN CORRECT PLACE ON DINNER TABLE. CONTINUE WITH EACH OF THE OTHER THREE ITEMS IN THE SAME MANNER.

CONTENT EVALUATION FORM

TASK ANALYSIS CONSISTS OF SELECTING A _____ THAT IS APPROPRIATE FOR THE LEARNER,

UNDERSTANDING THE _____ AT WHICH THE LEARNER IS FUNCTIONING,

DEFINING THE _____ THAT THE LEARNER MUST SEQUENTIALLY ACCOMPLISH,

AND THEN DESIGNING THE _____ THAT WILL ASSIST THE LEARNER IN FULFILLING EACH _____.

CONTENT EVALUATION FORM

TASK ANALYSIS CONSISTS OF SELECTING A *goal (task)* THAT IS APPROPRIATE FOR THE LEARNER,

UNDERSTANDING THE *level* AT WHICH THE LEARNER IS FUNCTIONING,

DEFINING THE *steps* THAT THE LEARNER MUST SEQUENTIALLY ACCOMPLISH,

AND THEN DESIGNING THE *activities* THAT WILL ASSIST THE LEARNER IN FULFILLING EACH ___ *objective*.

WORKSHOP EVALUATION FORM

1. The experience was:

   ____ a) worth the time spent

   ____ b) too long

   ____ c) too short

2. Do you think you were adequately prepared for the material presented?

   ____ Yes ____ No If no, explain.

3. How does this workshop enhance the skills of a teacher of low functioning children?

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SUPPLEMENTARY INFORMATION

SEQUENTIAL TEACHING OF THE TRAINABLE MENTALLY RETARDED CHILD

TASK ANALYSIS

Reduction of a learning situation into its component parts or task analysis can be extremely effective in working with trainable mentally retarded children. By applying the principles of task analysis "...it is possible for the teacher to break the task to be learned into small sequential steps and to implement the appropriate methodology to help the child climb to the next higher level of performance."

Keeping the baseline behavior (the child's existing skills) in view, a series of sequential techniques can be developed. The following steps can assist in the development of sequential techniques:

1. The pupil is given only one new item to learn at a time.
2. A new step is not added until the old one has been thoroughly learned.
3. Any task to be taught is carefully analyzed and reduced to a series of the smallest possible steps.

Each child begins a sequence with a different composite of entering behavior. Consequently, some children move smoothly from step to step in a sequence, while others may run into difficulty along the way. When this happens, the teacher must reexamine the task where the child failed, and teach whatever behaviors may be missing, whether it be understanding of the commands, ability to manipulate objects, or any other factor. This is not a digression from the sequence, but a normal part of it.

EXAMPLE: SORTING

It will be assumed for this example that the students can hear, sit in their seats, and attend for short periods, and that they are motivated by the materials used. If they cannot do these things when the sequence is begun, then teaching these behaviors must be included as part of the sequence.

TASK 1

Poker Chips. (The children--and the principal--may be told that these are counting discs!)

1. Each child is given a pile of 20 to 30 red and white chips. The class is told not to touch them until they are told to do so. On these first activities it is most important to develop the concepts of "begin" and "stop." A compromise at this point will cause problems later.

2. The teacher says, "Pick up one red chip." For the child who does this correctly, one of the following assumptions can be made: (a) he understands the entire instruction and is able to carry it out; or (b) he is able to copy someone who did it correctly. For the child who does not succeed, the following assumptions might be made: (a) he does not hear or is not attending; (b) he does not want to do it (for many possible reasons); or (c) he does not know the meaning of one or more of the words in the command (red, one, chip, pick up).

When the task has been successfully accomplished, children can work in pairs. "Working cooperatively is an important ability and must be included as part of the sequence." The desired learning may not occur if all of the steps are not accounted for in the analysis.

Beads of different colors and shapes were presented to the children. They were then asked to remove only the red ones. New commands were not added but new instructional materials were. A new set of instructions for teaching other colors can now be implemented.

The attention of the pupils is next drawn to the three shapes, one at a time. When first told to remove all of the balls from the pile, some children will remove all of the balls while some will remove balls of only one color. If a child does the latter, he may not yet have generalized the concept of ball to colors of balls.

When the three shapes are familiar, the pupils are told: "Remove all of the red cubes from the pile." Some children will remove all red beads, some will remove all cubes, and some will perform as instructed. Removing "red ones and yellow ones" is easier than removing "red cubes." The former involves removing any thing that either word applies to; the latter involves removing only those beads that fit both parts of the command.

TASK 2

The next task introduced bolts, nuts, and washers each being presented in two sizes and shapes. These were first sorted according to type of fastener, then to shape among one type and finally to size among one type.

TASK 3 The third task was to assemble nuts, bolts, and washers of the same size.

IMPLEMENTATION The above examples were provided so that the child can learn to completely finish a given task. The next step would be implementation of a task which allows the student to work alone or the concept of self-direction. This can be carried out in some type of on-campus work experience program.

The framework of this sequence is as follows:

Task 1. Work individually, in a restricted area, with direct and constant supervision.

Task 2. Work alone in a restricted area with infrequent supervision.

Task 3. Work alone in a less restricted area with unobservable supervision.

Task 4. Work with others in one particular unrestricted area with infrequent supervision.

Task 5. Work independently, moving from place to place, as necessary to perform the task, with unobservable supervision.

Task 6. Work in small groups, moving from place to place, as necessary to perform the task, with unobservable supervision.

The ability to function successfully on Task 6 will be considered terminal behavior for this example. As with the other examples, this terminal behavior can serve as entering behavior for many different learning experiences. Some of the most relevant sequences are increased independence in the home, the use of public transportation, use of community recreational facilities, and limited employment.

The above description of task analysis is to serve as model for the types of experiences necessary in working with the trainable child.

SUMMARY A comprehensive program for such children does not have time for long rest periods and extensive lessons on the effective utilization of egg cartons. But there is time for training these children to function in such a way as to be participating members of our society. To exist in society, trainable individuals must feel that they have a place. What better way is there to make a person feel that he is worthwhile than to make him able to do something useful?

Task analysis is a tool for the teacher to be able to analyze learning situations to assist in guaranteeing success by the learner.

The material for Sequential Teaching Of The Trainable Mentally Retarded Child has been extracted by Mrs. Emilie Martin (MSU-IMC) from the following sources:

Jordan, Laura J., "Classroom Techniques" Education and Training of the Mentally Retarded, Vol. 3, No. 1, February, 1968.

Lance, Wayne D., "School Programs for the Trainable Mentally Retarded," Education and Training of the Mentally Retarded, Vol. 3, No. 1, February, 1968.

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SUPPLEMENTARY INFORMATION

INDIVIDUALIZED PROGRAMS FOR MULTIPLY HANDICAPPED CHILDREN

CONCEPT DEVELOPMENT

Concept deficit seems to be an area in which many multiply handicapped children are weak. An appropriate goal would then to be "facilitate the child's acquisition of organizing principles with which to comprehend and respond to his environment."

"The initial problem for the teacher is to analyze those concepts in which deficiencies are noted to determine their sensory-motor components. Problem solving and discrimination tasks are then constructed so that this basic sensory-motor component is isolated and experienced by the child and the appropriate concomitant verbal label or verbalization is introduced. Gradually, tasks are presented in which the sensory-motor cues are diminished and the verbalization is accentuated until problems are solved using only the verbal components. For example, if the concept 'shape' has not as yet developed, one might begin by presenting spherical objects differing in size, material and weight and introduce the term 'round.' After two or three specific shapes have been learned, discrimination problems are presented. Until this point, merely pointing to the correct object or labeling a specific shape is required. However, once discrimination between shapes has been demonstrated, one can then proceed to tasks requiring the child to verbalize similarities and differences in shape. Thus, when given several objects, all square but differing in size, texture, etc., the child is asked, 'How are all these the same?'"

A more difficult variation of the problem is to present several objects which differ along every other continuum except that three are round and one is square, In this task, the question is asked, "Which one doesn't belong and why?" The child must then check to see that the abstraction or hypothesis holds for three of the items but not the fourth. The solution of such a task requires not only deductive and inductive reasoning but also the process of inclusive and eliminative thinking, that is, the formal testing of an hypothesis.

A good test of whether or not a verbalization is truly a concept or a symbol, as contrasted with a sign or sample association, is to introduce items verbally with which the child has had previous experience, but which were not training objects.

DAY TREATMENT PROGRAMS

Children who are diagnosed as multiply handicapped and often viewed as autistic/schizophrenic or profoundly retarded would not fit into the above program. These children will demonstrate little or no receptive or expressive language and few self-care skills. A day treatment program is helpful for this type of child. Such a program requires a large room with several individual cubicles so that the therapists can work in a group or individual setting.

"The training and treatment programs are predicted on a thorough diagnostic evaluation. In developing an individual treatment plan, it is important to determine those sensory and response modalities best developed by the child, as well as those available to him. We have found, for example, that a given child may perform more adequately when presented with an auditory cue and asked for a vocal response, than when presented with a tactual cue and asked for a motor response. Another child, equally devastated intellectually, will perform in exactly the opposite manner. The goal in this program is to develop organizing principles, not at the level of concepts, but rather more simply as reliable responses to a wide range of environmental and internal cues. If recognition of object constancy or similarities in situations and the communicative verbal labeling of such events can be facilitated the program is considered a success."

Since each child is an individual and is unique it is extremely difficult to outline a specific program plan.

"In general, the child is presented first with tasks requiring the sensory-motor response mode best developed in order to broaden his experience with a variety of stimuli. Gradually tasks will be introduced which require intersensory integration and multiple modes of response. While the cues and responses selected are dependent upon the literature in child and cognitive development, the manner of presentation and task situations are derived from learning theories, primarily classified, instrumental, and operant conditioning."

GOALS

The goals of this type of program are:

1) service, 2) research, and 3) demonstration of results

The children served are rarely seen outside of a residential setting. However, some are not institutionalized. This facet brings another aspect of service into view - that of working with parents. Since any appropriate new behavior must be continually reinforced both in school and at home, it is necessary to be in close communication with the parents. Sound-film recording made during training sessions can be extremely helpful in presenting behavior models to parents.

The material for Individualized Programs For Multiply Handicapped Children has been extracted by Mrs. Emilie Martin (MSU-IMC) from the following source:

Mattis, Steven, "An Experimental Approach To Treatment Of Visually Impaired Multi-Handicapped Children," The New Outlook For The Blind, Vol. 61, No. 1, January 1967.

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SUPPLEMENTARY INFORMATION

SKILL DEVELOPMENT IN DEAF - BLIND CHILDREN

Many methods and techniques must be employed to create a learning situation for young deaf-blind children. These children need a one to one ratio for every activity.

In working with young deaf-blind children stress is generally placed on self-help skills, motor skills and communication skills. Each skill must be carefully analyzed and then carried out precisely with the child.

SELF-HELP SKILLS

Self-help skills include such activities as washing, eating, dressing, and toilet training.

Washing hands is a task which requires several skills performed in a sequential order. It requires the multi-handicapped child to locate the sink, then the faucet, turn it on, get the soap, rub his hands, rinse them, turn off the faucet, get a towel, dry his hands, and discard or hang up the towel as the case may be.

The task should be started from the first step and proceed to the end of the activity.

"It is quite possible that a child will be able to perform only one isolated part in the complicated process. It is most important that he always be allowed to perform that one task when it appears. For example, if all the child can do is pull the towel from the container, then by all means always have him do it. At the same time, he receives physical cues with the other parts of the task and then cues are gradually faded until he can complete the task independently."

The development of eating skills must take in the simple act of swallowing and chewing and have an end result in independent feeding.

It takes a lot of time and many different tasks for a child to learn how to dress and undress himself.

With each successful step involved in toilet training, praise the child in a way he understands. Do not punish failures, but do not reward them.

It is highly unlikely that sequential order will be used in acquiring this skill. A child may first learn to flush the toilet, or pull down his pants. For this reason the measurement of his ability is needed on each step of the skill.

MOTOR SKILLS

The multiply-handicapped child requires the same motor skills as any other child but his multiple handicaps often prevent them from developing at a "normal" rate.

Through the activities of balance and posture the child determines where the line of gravity is and the direction of its force. He is also able to develop a point of origin for the relationships in the environment around him.

Locomotion includes these activities which result in moving the body through space. With these activities the child investigates the relationships between objects in space.

Contact and Manipulation--Includes skills of manipulation by which the child handles objects and explores their nature. Contact skills usually involve the hand.

Receipt includes those activities in which the child must relate to an object moving toward him. The child places his body in the path of the movement, as in catching and stopping. Propulsion includes those activities in which the child must relate to objects moving away from him as in pushing, throwing, and batting.

Movement Exploration--The complete awareness of one's own body and its possibilities of movement and performance are necessary for correct body image.

Laterality can be characterized as an internal awareness of the similarities and differences between the two sides of the body.

COMMUNICATION SKILLS

While the deaf-blind child is handicapped in the senses used as mediums for communication he may have some usable sight and hearing. This residual sight or hearing should be used whenever possible.

"The following communication systems are used with the deaf blind: (a) speech and vibration, (b) fingerspelling, (c) gestures, (d) sign language, and (e) communication using a machine.

Internationally, in most deaf blind departments, speech and vibration are stressed as the main form for communication. However, there are many children who never will learn to speak and, therefore, must use one of the other systems.

Vibration: The sense of touch, is used for receptive language. The student puts his hand on the face of the person to whom he is talking. The thumb covers the mouth and feels the movements of the lips, jaws, and tongue. The four other fingers are spread over the cheek and jaw to pick up vibrations.

Fingerspelling: Each letter in the alphabet has a specific finger position. The letters are spelled into the hand of the deaf blind person and the deaf blind person spells out his ideas to the person with whom he is talking.

Gesture: The normal young child finds movement and language inseparable. To the young deaf blind child, language must also be movement, and there is meaning in language for him only insofar as it includes movement. The natural method of expression should, therefore, be movement for the deaf blind child as well as for the seeing and hearing child. The young deaf blind child may express himself then, in natural gestures. This spontaneous gesturing is rare in the congenitally deaf blind child and he must be taught to use gestures as one of the first steps in learning language. Where the young seeing and hearing child shows his desire for a ball by making a gesture for a bouncing ball, this is an opportunity for adults to present speech for the child. The child should be allowed to use these natural gestures as a road-breaker for speech, but later the child substitutes the spoken word for the natural gesture. The same principle holds true for the young deaf blind child: natural gestures are necessary, but not as the final goal.

Sign language: In sign language, each word has as its symbol a movement of hands and arms. Movements are combined to form a language used mainly by deaf students. In some instances, deaf blind students can use this system, but speech and fingerspelling are more often preferred.

Communication using a machine: Two machines will be mentioned: the Tele Touch machine and the Artificial Ear. The latter was introduced by a Danish firm some years ago and translates sound into vibration patterns in a number of keys. However, it has not yet been adequately evaluated through research.

The Tele Touch machine consists of a typewriter keyboard and a braille cell. The deaf blind person puts his finger on the braille cell; the person talking to him uses the keyboard. For example, pressing 'A' on the keyboard makes the braille 'A' appear. This system is usually used by the deaf and blind people who become handicapped after school age. It can easily be used without specialized training on the part of the hearing and seeing person who needs only to know how to spell.

The method most widely taught in schools is speech with vibration. In some instances several methods such as speech, vibration, and fingerspelling are combined. It is sometimes necessary to use every available method to communicate with a deaf blind person."

The material for Skill Development in Deaf-Blind Children has been extracted by Mrs. Emilie Martin (MSU-IMC) from the following sources:

The Educational Program for Deaf-Blind Children at the Michigan School for the Blind. Michigan Department of Education, Michigan School for the Blind, Lansing, Michigan.

Guldager, Lars. "The Deaf Blind: Their Education and Their Needs," Exceptional Children, Vol. 11, No. 69, pp. 204-5.

Professional Preparation of Teachers of the Multiply Handicapped with Special Concern Directed Toward the Child with Both Auditory and Visual Impairments. Proceedings of the Special Study Institute (Pittsburgh, Pennsylvania, June 28-August 6, 1971).

WORKSHOP TRAINING KIT

DESCRIBE YOUR LEARNER

PRIMARY AUTHORS

S. JOSEPH LEVINE

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DESCRIBE YOUR LEARNER

--LEADER'S GUIDE--

OVERVIEW

This is a self-paced activity whereby the participants, working in pairs, complete a series of short worksheets. Through the activity the participants will be forced to examine the behavior of a child and then eventually select out those behaviors that are countable and specific. Finally, they will create a chart for examining the behavior over a period of time. The activity concludes with a discussion of how to select and chart specific behaviors of children.

Three different "stimuli" can be used for the activity. Participants can focus on a child presented via a written case history, on a videotape, or they can use a real child that they presently have in their classroom.

The unique aspect of the design of this activity is that you can focus on the behaviors of any type of handicapped child. The focus is dependent on the stimulus that you use.

OBJECTIVES

Through the activity the participant will

--participate in the selection and analysis of learner behaviors.

--select behaviors that are specific and countable.

--develop a chart to record the occurrence of a specific behavior.

At the conclusion of the activity the participant will

--be able to define in writing a "specific behavior."

--be able to select a group of specific behaviors from a list that includes non-specific behavioral descriptions.

PREREQUISITES

For the leader: Familiarity with the definition of a specific behavior. Ability to differentiate specific behaviors from non-specific behavioral descriptions. (NOTE: A reading of Robert Mager's book, Preparing Instructional Objectives, should assist in better understanding what is a behavior.)

For the participant: If you will be asking the participants to focus on a student that is currently in their classroom, it is advisable to inform the participants prior to the workshop to bring with them samples of the particular student's work. This will assist the participants in focusing on a specific student.

TIME NEEDED

Approximately one hour is needed for the activity and discussion.

MATERIALS NEEDED

1. TO BE DUPLICATED:

All pages to be duplicated are marked "Duplicator Page #__" in the upper right hand corner. Use the pages in this kit so marked as masters.

ONE FOR EACH PAIR:

--An envelope that contains the six worksheets (Be sure to separate worksheets since two are printed on each duplicator page.)	Duplicator Pages 1-3
--A case history (to be used if you are not using a videotape or having participants focus on their own students)	Duplicator Page 4

ONE FOR EACH PERSON:

--Content Evaluation Form	Duplicator Page 5
--Workshop Evaluation Form	Duplicator Page 6
--Supplementary Information	Duplicator Pages 7-13

2. OTHER MATERIALS:

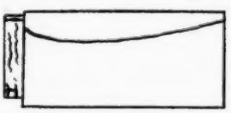
--Videotape (showing a child in a teaching/learning situation. About 10 minutes of tape is needed. This approach is optional. If you have access to a tape, however, you will be able to stimulate greater interaction among the participants.)
--Videotape recorder

PHYSICAL ARRANGEMENTS NEEDED

Tables and chairs sufficient to organize participants in pairs. If you use long tables you will be able to organize two or three pairs at each table.

PROCEDURE

1. You should have envelopes prepared prior to the activity. Each envelope should have all six worksheets in it. By cutting off one end of the envelope, the title and number of each worksheet will be exposed. Pairs can draw out one worksheet at a time without seeing the next worksheet.



2. If you will be using a pre-test, you should administer it at the very beginning.

3. Organize and seat participants in pairs.

4. Begin by introducing the activity.

   "You will be given a case history about a student."
   --or--
   "You will be watching a videotape of a student."
   --or--
   "You will be focusing on a student in your own classroom."

   "With this particular student in mind, you will be working with your partner to complete a set of six worksheets. Make sure you complete one worksheet at a time. Do not move to the next worksheet until you have completed the one you are working on."

5. Hand out envelopes with worksheets. Tell participants to take out only the first worksheet.

6. Provide stimulus for the activity. (Show videotape, hand out case history, or ask participants to take out work samples of their student.)

7. Begin activity. During the activity you should move throughout the group to see that each pair is progressing with the task. You may have to tell pairs to go to the second worksheet when you see they have finished the first.

8. Allow about 40 minutes for the activity or enough time for participants to complete all six worksheets.

9. OPTIONAL: You may want to extend this activity by including a seventh worksheet. This would provide the participants an opportunity to actually design some activities for the behavior that they have focused on.

> *OPTIONAL WORKSHEET*
>
> VII. CHANGING YOUR LEARNER
>
> Design a group of learning activities that:
>
> a) will promote the specified behavior change
>
> b) will provide occasions for you to observe the incidence of the behavior

10. Group discussion.

11. Post test (see the last pages of this guide for content evaluation and workshop evaluation forms).

DISCUSSION GUIDE

The easiest way to conduct a meaningful discussion of the activity is to use the different worksheets as a guide. Ask different pairs of participants to:

--name the specific behavior that they focused on.

--read some of the statements from the first worksheet that were not specific behaviors.

--describe their observation procedure.

During the discussion you should reinforce the necessity of examining specific behaviors. If we do not focus on specific behaviors, it is very hard to see change in students.

EVALUATION

Two forms are provided which can be used to help you gather data on content learning and the workshop activity itself. On the content evaluation form we have included in italics those answers most frequently occurring during our field testing of the kit. Perhaps they will assist you to evaluate your workshop responses.

Duplicator Page #1

I. Describe a Learner

In the spaces below, write a series of short statements that describe a specific learner. Use whatever available information you have on the learner. (i.e., easily distracted, IQ = 80, seldom initiates speech, dressed neatly, walks with a limp, etc.)

I. DESCRIBE A LEARNER

II. Examine Your Learner

Go back to the first page. Put a "B" in front of those statements that are truly *behaviors*. Next, add an "S" in front of those behaviors that are *specific* enough that you could actually see change in them during the next month. (i.e., B—walks with a limp; SB—seldom initiates speech.)

II. EXAMINE YOUR LEARNER

Describe Your Learner

Duplicator Page #2

III. Your Learner And Change

From your total list of *specific behaviors*, select 3 in which you would like to see change in the next month (from the first page).

SB _____

SB _____

SB _____

III. YOUR LEARNER AND CHANGE

IV. Zeroing In

Pick one of the *specific behaviors* (from III) that is observable and *countable*.

CSB _____

Exactly what is it that you'll be watching for?

_____

IV. ZEROING IN

Describe Your Learner

Duplicator Page #3

V. Planning Your Observation Procedure

The observation you will make should:

a) be "recordable" during the learning activity
b) provide for quantification (counting)
c) allow quality judgments to be made at the time or later
d) allow comparison with the standard or evaluative goal.

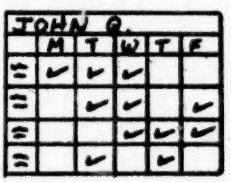
Describe your observation procedure. Tell how it will allow you to evaluate.

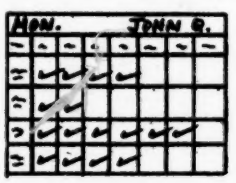
V. PLANNING YOUR OBSERVATION PROCEDURE

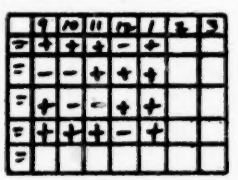
VI. How Will You Know If Your Learner Changed?

In the space below design a simple checklist, chart or other recording procedure that will allow you to record your learner's behavior (from IV) over a period of time.

Examples:







Describe Your Learner

VI. HOW WILL YOU KNOW IF YOUR LEARNER CHANGED?

CASE HISTORY OF VICTOR H.

Victor H. is a 10 year old boy who has been expelled from school on three different occasions. He has also had over 23 contacts with the police for various delinquencies. These include fire setting, destruction of property, incorrigibility and questionable conduct.

Victor's teachers complain that he is constantly disturbing the other children. He calls them names under his breath, makes remarks about members of their families, and bumps, touches, or hits other students when going to and from his seat. He never raises his hand in class and he yells out whether he is called upon or not. He has also been involved in fights on the playground, stealing money from the teachers' purses, and refuses to do his school assignments.

In spite of the many delinquencies, the boy is cooperative at home, helps with the housework, and gets along well with his mother and brothers and sisters.

Victor is a small, thin, and rather pale youngster who is friendly, polite, and ingratiating. During the psychological examination he appeared completely normal. He sat quietly, answered questions readily, and showed a normal range of emotional responsiveness. There was some anxiety, but generally he remained calm and composed. He tended to minimize his difficulties, to find excuses, and to project the blame onto others. There were no symptoms of more serious personality disturbance.

The conditions under which the family lives are most unsatisfactory. The three-room apartment is in a deteriorated area noted for its high rate of juvenile delinquency. The mother, who is divorced from her first husband and separated from her second, is a neat appearing, narcissistic, and meticulously dressed woman. She works irregularly as a waitress, with the family supported by unemployment compensation and a small alimony from her divorced husband. The father is an unstable man who has been married six times. The mother is openly hostile toward her children, and quite frankly says that she did not want any of them. The boy's brother and two sisters were born illegitimately.

The impression of the Psychologist is that the youngster's numerous delinquencies grew out of the combination of stress situations including a broken home, an overly rejecting mother, sub-standard living conditions, and a high delinquency neighborhood.

___ Pre ___ Post

CONTENT EVALUATION FORM

1. What is a "specific behavior?"

2. Check (below) those examples that are specific behaviors.

___ hyperactivity

___ laughing

___ talking

___ group interaction

___ sitting in a corner

___ aggressiveness

__ Pre __ Post

CONTENT EVALUATION FORM

1. What is a "specific behavior?"

   A behavior that can be observed and counted. A behavior that two different observers will label as the same. (It is specific enough to eliminate any confusion in observation.)

2. Check (below) those examples that are specific behaviors.

   __ hyperactivity

   _X_ laughing

   _X_ talking

   __ group interaction

   _X_ sitting in a corner

   __ aggressiveness

WORKSHOP EVALUATION FORM

1. The experience was:

   ___ a) worth the time spent

   ___ b) too long

   ___ c) too short

2. Do you think you were adequately prepared for the material presented?

   ___ Yes ___ No If no, explain.

3. How does this workshop enhance the skills of a teacher of handicapped children?

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SUPPLEMENTARY INFORMATION

A MULTI - DISCIPLINARY APPROACH TO THE MULTIPLY HANDICAPPED

Concern for the education of children exhibiting more than one handicap, or multiply handicapped, has led to various programs. The requirements for admission into such a program are that the children must have at least two handicaps, one of which is physical, i.e., visual or aural impairment, physical disability, or any combination of the three. The secondary handicap might be emotional or developmental. The important factor to consider is that any other placement of a child with a combination of handicaps would be inappropriate.

CHARACTERISTICS

While each child is an individual with a unique set of traits and a different combination of handicaps there are a few characteristics which are indicative of the general class of young multiply handicapped children. Many are content to be involved in self-stimulation activities. They avoid contact with people and manifest behavior designed to keep people at a distance. Developmentally they exhibit poor, or nonexistent, mobility skills, are not toilet trained and lack meaningful symbolic communication skills.

Since each child is a unique individual it must be remembered that the list of characteristics which we associate with a certain degree of hearing loss, type of brain injury, or particular physical disability, when viewed in isolation, does not have the same significance when that particular disability occurs simultaneously with one or more other severe disabilities.

MULTIDISCIPLINARY APPROACH

"It is because of the complex behavior patterns of such multiple disabilities that a multidisciplinary evaluation team consisting of specialists in pediatrics, neurology, ophthalmology, psychology, speech pathology, audiology, social work, and special education should examine each child."

A multidisciplinary approach to the child helps to establish an individual program for each child.

"Teachers should spend sufficient time on assessing an individual child and working with the parents to gain an understanding of the child and his needs."

OBJECTIVES

Specific objectives of a diagnostic program for multiply handicapped children are:

1. To gather and prepare baseline data
2. To coordinate the findings of the various consultants with the educational evaluation.
3. To summarize and present the findings of the entire diagnostic team to the staff for recommendation of educational placement and program.
4. To assist the child, the parents to integrate the child into the educational program.

The assessment of the child's baseline behavior by a group of specialists paves the way to an individualized program dependent on each child's needs.

EXAMINATION PROCEDURES FOR THE MULTIPLY HANDICAPPED

Many multiply handicapped children demonstrate some degree of verbal disability and some are essentially nonverbal. This lack of communication makes it difficult to attempt to develop and use a rigid, formal clinical test battery. These children are usually far below measurable intellectual or social performance levels.

INFORMAL OBSERVATION

A series of examinations in different settings has proved effective for working with multiply handicapped. The examination may begin "in a large play room in the presence of not only the unfamiliar examiners, but also the parents and caseworkers with whom the child is usually more at ease. Frequently the professional staff observes through the one way mirror system while the parents are encouraged to let the child 'show off.' This examining room is large, relatively indestructible and offers the child a variety of opportunities to demonstrate skills in step climbing, block activities, doll play, table games, balancing, rocking, sliding, and in general, to perform as he might in an unstructured social free play situation.

Children seen in this first examining room are observed for gross speech, language, and hearing characteristics and are classified in one or two gross categories: (a) those who show a pattern of apathy, immobility, unresponsiveness, and inhibition; and (b) those who are aggressive, highly mobile, distractible, and have short attention spans."

UNRESPONSIVE CHILDREN

The children initially diagnosed as apathetic or unresponsive are then placed in a room free of outside distractions and equipped with speakers. Various stimuli such as the clicking of keys, the barking of a dog, and a car engine starting are presented with a long interval between each to see if the child does respond or if he does initiate activities himself. The examiner may also initiate activities with the child.

DISTRACTIBLE CHILDREN

Children initially classified as aggressive or highly distractible are placed in a different environment, one free of all distracting objects and containing only two chairs and a table. Many of these children demonstrate various ritualistic behavior patterns or types of self-destructive behavior. Visual and auditory stimuli are introduced in an attempt to break the behavior pattern. Essentially new techniques are introduced in an attempt to fatigue the child's hyperirritable behavior.

SENSORY EVALUATION

The final evaluation consists of looking at the individual child in a more specific manner. Tactual, auditory, visual, gross motor and verbal receptive systems are examined along with his interaction (responses to sensory stimuli) motivational and personal reference systems in an attempt to determine his behavior patterns.

An evaluation, such as the one suggested above, is valuable in a variety of ways. It not only gives insight into a particular child, but can be used as an initial therapeutic attempt or better as a guideline to plan a program for each child.

The material for A Multi-Disciplinary Approach to the Multiply Handicapped has been extracted by Mrs. Emilie Martin (MSJ-IMC) from the following sources:

An Educational Program for Multi-Handicapped Children, East San Gabriel Valley School, Office of the Los Angeles County Superintendent of Schools, Los Angeles Schools, April, 1972.

Curtis, W. Scott, "The Evaluation of Verbal Performance in Multiply Handicapped Blind Children," Exceptional Children, Vol. 32, No. 6, February, 1966.

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SUPPLEMENTARY INFORMATION

A TOTAL APPROACH TO THE EVALUATION OF THE TRAINABLE MENTALLY RETARDED

TERMINOLOGY

In discussing the evaluation and training of special groups of people, we are usually faced with a problem of definition or diagnosis. Initially this problem appears to be one of semantics. Is the person mentally retarded? Is the person dyslexic? Is the person a patient, a client, or a student? Many times we are concerned with finding the appropriate term for what is wrong with special children that we call exceptional, handicapped, or developmentally disabled. Taking a further step and being concerned with not only evaluation results or diagnosis, but program planning, education of, treatment of, activities for, etc., we must then be concerned with a different level of evaluation or, back to the realm of semantics, a different terminology. Is a child developmentally disabled and will that, therefore, define how to meet his needs? The term "developmentally disabled" provides a framework for understanding many children in a new way.

In working with a mentally retarded child, we are not concerned with the child's retardation and educating him to be more retarded or less retarded. We are concerned with finding out what assets the child does obtain and educating the child to his maximum level of potential with the assets that he does possess.

When we talk about a child or a student in which we are concerned primarily with most effectively meeting his educational needs, we are concerned with his level of functioning in a variety of areas--in his motor areas, in his interaction with others, in the areas of his intellectual abilities, in the area of his achievement, in the area of his vision and auditory abilities, and speech and language. In other words, we are looking at the child in a developmental framework.

EVALUATIVE METHODS

"The evaluation of exceptional children necessitates the utilization of several evaluative methodologies. The instruments and methods of evaluation vary depending on the type of child, age of child and the various assessment needs that have been indicated by people working with the child. All of the specific areas of child evaluation can be accomplished by utilizing the following methods:

Formal testing
Informal testing
Informal observations
Structured observations
Parental interviews

Some selected areas which can be evaluated in the above ways are: hearing, motor ability, speech and language, vision, and personality. When individual test results are obtained, these results can be formalized into an assessment of the total child.

"Once we can see this child as a total child, functioning at different levels in different areas of training and program activities can be implemented along the lines of normal child development."

The material for A Total Approach to the Evaluation of the Trainable Mentally Retarded has been extracted by Mrs. Emilie Martin (MSU-IMC) from the following source:

Book of Proceedings, Workshop for Severely Developmentally Disabled, Ellisville, Mississippi, January 11-13, 1972.

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SUPPLEMENTARY INFORMATION

CHARACTERISTICS OF AUTISTIC CHILDREN

Autism is a relatively uncommon condition which occurs in about three or four children out of every 10,000. It is three or four times as frequent in boys as in girls and there is a definite tendency for autistic children to come from a middle class--and perhaps especially a professional--background. The majority of children appear to have had the disorder from early infancy and in all but a few the condition is manifest by the age of two or 2 1/2 years.

CHARACTERISTIC FEATURES

The two most characteristic features in early childhood are the difficulty in forming relationships with other people and the severe retardation in the development of language. The third almost universal feature of the disorder is the presence of various ritualistic and compulsive phenomena--what Kanner called an "obsessive desire for the maintenance of sameness". More than other children, the autistic child tends to be very good at some activities but very poor at others. This great variability in intellectual functioning has been shown to be related to language development--the autistic child is particularly handicapped in anything which involves verbal skills.

SOCIAL RELATIONSHIPS

The autistic child's difficulty in forming relationships with other people may be viewed in a variety of ways. Kobler suggests that an autistic child has lost contact with the world because he has lost contact with himself, Since he is unable to carry on an inner dialogue with himself, he cannot relate to people. He sees the task as one of helping the child to establish a relationship with himself.

"The autistic child's social difficulties are, of course, important in their own right but also they have implications for schooling. In the first place his social withdrawal may mean that there will be problems in motivating him to learn. For the ordinary child, praise and approval from adults whom he loves and respects are powerful motivating forces. But, at least in the younger autistic child, this may not be so. Social "rewards" and pressures have less effect and great patience may be needed in building a relationship with the child so that these social influences may be used in the teaching situation. Although autistic children have considerable difficulties in forming relationships with other people, they <u>can</u> do so."

PROBLEMS IN COMMUNICATION

The most severe handicap of an autistic child is his inadequate language development. It affects his intellectual functioning and his ability to relate to other people.

...the autistic child, unlike the child with most other disorders of language, has difficulties in all forms of communication not just in speech.

"...the speech of autistic (psychotic) children is generally characterized by low developmental level, lack of questions and informative statements, few personal pronouns, greater use of imperatives, limitations in verbal output, and more frequent idiosyncratic uses of words. There is little comprehension of the speech of others, little gestural reinforcement of speech, and there are many deviations in articulation, pitch, stress, rhythm, and inflection, as well as poor coordination of speaking and breathing."

"It has also been found that nonspeaking children demonstrate less verbalization in infancy, are less alert and less responsive to sound in infancy, manifest more autistic behaviors, engage in more self-mutilative behaviors, and show more evidence of other perceptual deficits. It is thus clear that difficulties in language development are not an isolated phenomenon but, rather, relate to difficulties in other areas of functioning and characterize lower-functioning psychotic children."

RITUALISTIC AND COMPULSIVE BEHAVIOR

"The autistic child often has repetitive and stereotyped activities of his own, collections or extraordinary objects, and rituals which he may impose on other people, including his parents and his teacher. The screaming sessions which may follow any attempt to interfere with his routines can cause immense discord and distress in everyone in the vicinity. Nevertheless, it may be essential to change the ritualistic and compulsive behavior. Otherwise the autistic child's preoccupation with this behavior may lead to the exclusion of all other activities, so preventing any opportunity of meaningful schooling."

"Several studies have been specifically directed to the measurement of ritualistic or repetitive behavior. Although individual differences in quantities and patterns remained stable over both prolonged and repeated observations, and variations in quantities were unrelated to elapsed time or environmental events.

The material for Characteristics Of Autistic Children has been extracted by Mrs. Emilie Martin (MSU-IMC) from the following sources:

Hingtgen, J. N. and C. Q. Bryson, "Recent Developments in the Study of Early Childhood Psychoses: Infantile Autism, Childhood Schizophrenia, and Related Disorders," Schizophrenia Bulletin, Issue #5, Spring, 1972.

Kobler, Richard and Edith Kobler, A Technological/Academic Approach to the Treatment of Autism. Speech given to the National Society for Autistic Children, Nashville, Tennessee, June 26, 1971.

Rutter, Michael "Autism: Concepts and Consequences," Special Education, Vol. 59, No. 2, June, 1970.

WORKSHOP TRAINING KIT

REINFORCEMENT MYSTERY GAMES

PRIMARY AUTHOR

TED WARD

USOE/MSU REGIONAL
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WORKSHOP TRAINING KIT

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REINFORCEMENT MYSTERY GAMES

--LEADER'S GUIDE--

OVERVIEW

This activity consists of three separate phases which provide the participants an opportunity to practice and analyze the use of reinforcers in learning.

The first phase calls for a demonstration game in front of the group followed by the participants playing the same game in pairs. This phase demonstrates selective reinforcement whereby the learner is only reinforced when the correct answer is given. For this phase it is assumed that the learner wants the reinforcer that is used.

The second phase also uses a demonstration followed by group play. This phase, however, demonstrates selective reinforcement when the appropriate reinforcer is not known.

The third phase is conducted entirely by the participants working in pairs. Individual instruction sheets are provided to each member of the pair. This phase uses non-selective reinforcement (all responses are given a token). The focus, though, is on discovering what the "learner" perceives as a reinforcer. It is up to the "teacher" in each pair to discover the unknown reinforcer--what the "learner" wants as reinforcement.

OBJECTIVES

Through the activity the participants will

--become aware of the use of selective reinforcement to influence behavior.

--become aware of the necessity of discovering a learner's reinforcer to effectively use reinforcement techniques.

At the conclusion of the activity the participant will

--be able to list different types of reinforcement.

--be able to cite the most important aspect of developing a reinforcement procedure--discovering the student's reinforcer.

PREREQUISITES

For the participants: It is suggested that the three phases be used in order. If the participants have any problems with Phase I or Phase II, they will experience very great problems with

Phase III. In such a case it is suggested that the activity be terminated with a discussion at the end of Phase II. To be successful with Phase III, the participants must be willing to truly understand the concept of discovering what is reinforcement for a student. Many participants have a pre-conception that their selection of what is reinforcing will be reinforcing to the student. Also, that the use of the reinforcer will cause a certain behavior to occur. The behavior, however, must occur by accident the first time! Then, through reinforcement, it can be made to occur again. A behavior will not occur just because a reinforcer is provided.

TIME NEEDED

The entire activity will take approximately 90 minutes.

Introduction	5 minutes
Phase I	20 minutes
Phase II	20 minutes
Phase III	30 minutes
Discussion	15 minutes

MATERIALS NEEDED

1. TO BE DUPLICATED:

All pages to be duplicated are marked "Duplicator Page # " in the upper right hand corner. Use the pages in this kit so marked as masters. The pages marked "Transparency Page # " should be used as masters to process overhead transparencies.

ONE FOR EACH PAIR:

--Number Chart & Reinforcers	Duplicator Page 1
-Materials for Phase III	Duplicator Pages 2-4

ONE FOR EACH PERSON:

--Content Evaluation Form	Duplicator Page 5
--Workshop Evaluation Form	Duplicator Page 6
--Supplementary Information	Duplicator Pages 7-11

2. OTHER MATERIALS:

--Number Chart	Transparency Page 1
--A number of coins (pennies)	
--Overhead projector	
--A number of blue, green, and pink tokens (small squares of colored paper)	

PHYSICAL ARRANGEMENTS NEEDED

Tables and chairs sufficient to organize participants in pairs. If you use long tables you will be able to organize two or three pairs at each table.

PROCEDURE

1. If you will be using a pre-test (Content Evaluation), you should administer it at the very beginning.

2. Introduce Phase I activity.

   Select one participant to assist you in front of the group. Project the transparency showing the four rows of numbers. Select a number from the chart. Ask the participant to say out loud a number from the first row. If he says your selected number, reward him with a penny and ask him to select a number from the next row. If he responds with the wrong number, say nothing and ask him to select a number from the next row. Continue having the participant select numbers from each row. Every time he is correct, reward him with a penny. Continue the activity until the participant is consistently selecting your number.

3. Divide the group into pairs.

4. Provide each pair with a copy of the chart (Duplicator Page #1).

5. Have members of pairs play the Phase I game with each other. Allow about 10 minutes.

6. Discuss with the group the objective of the game--selective reinforcement and how it is possible to shape a person's behavior by reinforcing certain responses. Also discuss the use of tangible reinforcers (penny) versus non-tangible reinforcers (smile, pat on the back).

7. Introduce the Phase II activity.

   "Our next activity is similar to the first, but we will have to also find out in this activity what is a reinforcer for the learner. In many instances we may be using a penny with a lea ɐr, but it has no reinforcing effect. The learner would prefer a smile."

   Select one participant to assist you in front of the group. Ask the participant to select one reinforcer (either a penny, a smile, or a star) and NOT TO TELL

YOU OR ANYONE ELSE WHICH ONE HE HAS SELECTED. Project the transparency and select a number as before. Tell the participant that his goal is to collect as many of his selected reinforcers as possible. Continue as in the Phase I activity. Systematically attempt different reinforcers until you discover the learner's reinforcer and have him consistently selecting your number. (Use Duplicator Page #1 for the smiles and stars.)

During this demonstration in front of the group it may help to direct "aside" comments to the group while you are working with the volunteer. (i.e., "It looks like pennies aren't working very well. I think I'll try stars," or "I don't think he knows my number yet," etc.)

8. Have members of pairs play the Phase II game with each other. Have them use the smiles and stars at the bottom of Duplicator Page #1. Allow about 10 minutes.

9. Discuss with the group the objective of the game--selective reinforcement and identifying the appropriate reinforcer. Ask participants to describe the systems they used to identify what their partner's selected reinforcer was.

10. At this point decide whether to end the activity or continue with Phase III. If discussion is lively, you might want to close the activity at this point and resume with Phase III on another occasion.

11. Introduce the Phase III activity.

    Hand out Duplicator Pages 2 and 3 to one member of each pair. Also, give that member a stack of blue, green, and pink chips. Give the other member of the pair Duplicator Page 4. Tell the participants to read the instructions carefully. The goal for the teacher is to guess the color reinforcer that the learner has selected.

12. Begin the Phase III activity.

    Allow about 30 minutes for the activity or until pairs are finished. For those pairs that finish early, have them switch roles and try the game over.

13. Large group discussion.

14. Post test (see the last pages of this guide for content evaluation and workshop evaluation forms).

DISCUSSION GUIDE

The following ideas should be brought out in the discussion.

--Investigating appropriate reinforcers is a matter of examining the recurrence of correct behavior not examining incorrect behavior.

--One strategy that can be used to discover a reinforcer is to consistently and systematically use only one reinforcer. If the behavior does not recur through the use of that reinforcer, then discard that reinforcer and try another one. A random use of reinforcers does not allow the opportunity to assess the effect of the reinforcers.

--A person may provide occasionally correct response behavior without in fact having this behavior learned. This is simulated in the game by the person playing the role of the learner having the freedom to respond correctly or incorrectly as he happens to feel like unless it is an item that he responded correctly to and was reinforced correctly for.

--When working with low functioning children, the most difficult task is that of systematically chaining a correct response with a correct reinforcer. By changing or switching reinforcers, you may end up confusing the child. Necessarily, a certain amount of initial behaviors may go by unreinforced while you are attempting to select the most appropriate reinforcer.

EVALUATION

Two forms are provided which can be used to help you gather data on content learning and the workshop activity itself. On the content evaluation form we have included in italics those answers most frequently occurring during our field testing of the kit. Perhaps they will assist you to evaluate your workshop responses.

NUMBER CHART

3 7 1 4 2 5 6

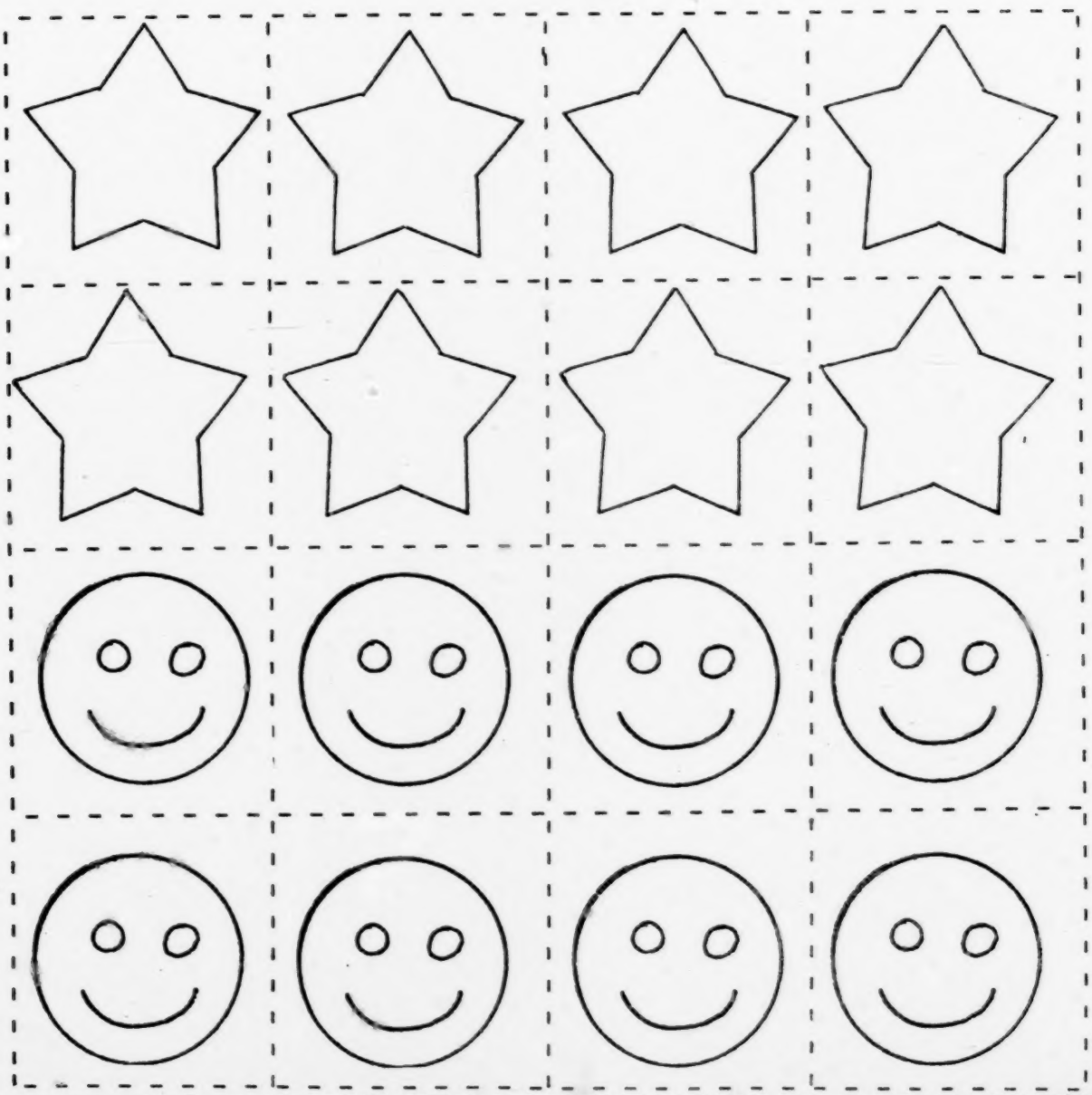
7 2 5 6 1 3 4

1 6 5 3 7 4 2

4 7 2 6 5 3 1

NUMBER CHART & REINFORCERS

3	7	1	4	2	5	6
7	2	5	6	1	3	4
1	6	5	3	7	4	2
4	7	2	6	5	3	1



PHASE III—TEACHER

You are the TEACHER. Your objective is to discover the color token that the learner has selected as a reinforcer.

You must go through the series of addition problems once, asking the learner each problem in turn, and reinforce *all* responses with a single token. The color token you use for reinforcement affects the learner's responses. The learner has selected one of the colors as the one he/she wants as a reinforcer. You may NOT *ask* the learner his color preference!

After going through the list once in order, you may ask the learner any problem from the list. You do not have to go in order. Continue asking problems until you are sure of the color token the learner has selected as a reinforcer.

Use the Scoring Sheet in any way that you wish to help you in charting the learner's progress.

PHASE III—SCORING SHEET

PROBLEMS	ANSWERS																
3+3	(6)																
4+2	(6)																
2+2	(4)																
3+1	(4)																
5+1	(6)																
4+1	(5)																
2+1	(3)																
2+3	(5)																
3+1	(4)																
5+1	(6)																
4+1	(5)																
2+1	(3)																
2+3	(5)																
3+1	(4)																
5+1	(6)																
4+1	(5)																
2+1	(3)																
2+3	(5)																
3+1	(4)																
5+1	(6)																
4+1	(5)																
2+1	(3)																
2+3	(5)																

(From now on you may skip around in the list.)

IS ONE TOKEN A BETTER REINFORCER FOR YOUR LEARNER?

PHASE III—LEARNER

DO NOT LET YOUR TEACHER SEE THIS PAGE!!

You are the LEARNER for this activity. You will be asked by the teacher to answer simple addition problems. Following each answer, the teacher will reinforce you with a token.

The color of the token you would like as a reinforcer is:
(circle your choice)

BLUE GREEN PINK

The teacher will attempt to find out what your color preference is. Do not *TELL* your teacher your color preference.

HERE ARE YOUR RULES:

1) You may give correct *or* incorrect responses on all but the first three problems. (On these you must answer correctly.)
2) You will be reinforced with a token following each of your responses.
3) When you give a correct response *and* it is reinforced with your color preference, circle that problem. (From then on you must always answer that problem correctly.)
4) You must *always answer a circled problem correctly.*

PROBLEMS:

3 + 3 4 + 2 2 + 2 3 + 1 5 + 1 4 + 1 2 + 1 2 + 3

___ Pre ___ Post

CONTENT EVALUATION FORM

1. List two different types of reinforcement that can be used with a learner.

2. What is the most important concern in developing a reinforcement procedure for a particular student?

Answers to Duplicator Page #5

___ Pre ___ Post

CONTENT EVALUATION FORM

1. List two different types of reinforcement that can be used with a learner.

   --selective

   --non-selective

   --periodic

2. What is the most important concern in developing a reinforcement procedure for a particular student?

   --knowing what the student perceives as reinforcement

WORKSHOP EVALUATION FORM

1. The experience was:

   ___ a) worth the time spent

   ___ b) too long

   ___ c) too short

2. Do you think you were adequately prepared for the material presented?

   ___ Yes ___ No If no, explain.

3. How does this workshop enhance the skills of a teacher of low functioning children?

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SUPPLEMENTARY INFORMATION

OPERANT CONDITIONING OF DEAF - BLIND CHILDREN

BEHAVIOR MODIFICATION

Behavior modification (or operant conditioning) is a method of changing undesirable behavior in a child. Parents and teachers have used behavior modification techniques with children for many generations. The real key to using these techniques with deaf-blind children is a highly organized plan with a clear understanding of your goal for the child. This is particularly important with deaf-blind children since changes in behavior are often very subtle and sometimes missed if not carefully observed.

"Most people have heard that there is a thing such as operant conditioning. Unfortunately the image you probably recall is somebody tossing M&Ms to children."

"Understanding what goes beyond M&Ms and a belief in operant conditioning is the key to building a program which contributes to the habilitation of the impaired person."

"The word was passed that if a person did something and you rewarded him for it, he was more likely to do it again. This is true. We get in there quickly because immediacy is important, and we immediately reward him in some way for his behavior."

SYSTEMS ANALYSIS

In working with low functioning children the environment of the child must be structured so that the child will acquire the appropriate behavior. To guarantee that the child acquires the "appropriate behavior" and not an unwanted behavior, the task that is to be accomplished must be broken down into its component parts or a "systems analysis."

"This is simply a way of analyzing a task, breaking it down into its components, arranging it sequentially and presenting the components in order of occurrence."

"The first step...consists of a pretest. Where is the child now and what is she doing?"

After the pretest (baseline behavior) and the component parts of a task are analyzed "we need to motivate children to do the things we want them to do. We want them to do these things again and again, and eventually to do them on their own."

REINFORCERS

The use of reinforcers (rewards) for deaf-blind children must often be very practical. You must carefully examine what the child wants. Many children do not respond to food as a primary reinforcer (reward). Light, however, is often rewarding. Things pleasant to touch, such as a velvet pillow, can also be useful.

"For the greater number of these children, light is stronger primary reinforcer than food and appears to be very rewarding to some children."

"There is always a way to get the child to respond if you will use the ideas that you have and understand the situation and the child."

At times it is necessary to decide that you know the things that could be an appropriate reward for a child and encourage that reinforcer until it, in fact, does become rewarding for him.

This method for training deaf-blind children can be successful.

"It really works if you break everything down into small easy-to-learn steps and then do each step over and over again as a child learns it. As soon as the first step is learned go on to the next one, and soon the child will be able to move along the sequence of steps and will be able to accomplish the complete task."

The material for Operant Conditioning Of Deaf-Blind Children has been extracted by Mrs. Emilie Martin (MSU-IMC) from the following sources:

Aycock, Pat "Shaping Behaviors of Deaf-Blind Crib Patients," Behavior Modification Programs for Deaf-Blind Children, Edwin K. Hammer, Ed., Pineville, Louisiana, 1970.

Calvert, Donald R., et al, "Experiences With Preschool Deaf-Blind Children," Exceptional Children, Vol. 38, January, 1972.

Lent, James, Ph.D., "Principles of Behavior Modification And the Habilitation of Deaf-Blind Children," Behavior Modification Programs for Deaf-Blind Children, Edwin K. Hammer, Ed., Pineville, Louisiana, 1970.

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SUPPLEMENTARY INFORMATION

THE PROGNOSIS OF AUTISTIC CHILDREN

There are four factors which show an important association in the prognosis of social adjustment of autistic children:

I.Q.
language development
severity of disorder
schooling

I.Q.

Predictor #1 - The I.Q. level is most important in relation to the children who do very badly. The child who is completely untestable on any I.Q. test (that is, untestable by expert psychologists who are able to see the child for several sessions and try several different tests of cognitive functions) is almost always very poorly adjusted at a follow-up study cited by Rutter. Among those children who are testable, the I.Q. score is also an important prognostic factor. In general, the higher the child's I.Q. score the better is his adjustment in adolescence or adult life.

LANGUAGE DEVELOPMENT

Predictor #2 - Language development is an important factor in the prognosis of autistic children who make the best adjustment. In a follow-up study described by Rutter, all children who made a good adjustment had shown an appreciable response to sounds in early childhood and all were speaking at five years. The children who showed so little response to sounds that deafness was suspected and who did not speak at five years did not adjust really well. Many improved a great deal and achieved a "fair" level of adjustment but none did really well.

"The several methods of speech evaluation which have been employed are usually based on spontaneous or elicited speech productions during free play or structured observation sessions."

"The basic nature of language deficit, however, is still a subject of controversy."

"Although one might expect intellectual and language development to increase as symptom severity decreases, there is little or no evidences of such a relationship."

SEVERITY OF DISORDER

Predictor #3 - Children who do not speak will not make a good adjustment and will show more pronounced types of inappropriate behavior. Nonverbal children tend to engage in more severe types of behavior such as self-mutilation, head-banging, and variety of types of inappropriate gross motor activity (postural deviancies, shuffling type gait, etc.)

"Apart from the language items no single symptom has a significant association with outcome although there is a general tendency for all symptoms to be less frequent and less severe in those who are well adjusted at a follow-up study cited by Rutter. Where the symptoms are added together to produce a total score the association with outcome is statistically significant."

SCHOOLING

Predictor #4 - Many autistic children can be successful in the classroom. When trained for speech in a special education classroom, children with significant impairments in language development who exhibit other autistic behaviors can still be prepared for entry into an appropriate public school program.

The structuring of the environment in the social context of the peer group, where speech shaping occurs, fosters the humanization of the children. This appears to be an important consideration in readying the autistic child for public school entry.

Reading level, as related to chronological age is generally lower in autistic children than in other clinical groups. However many autistic children do not receive as much schooling as other groups. While some autistic children do not learn to read, many do. Various studies have indicated that the educational behavior of autistic children is below the average but they have made measurable progress in overall improvement as well as scholastic achievement.

FORMAL TESTING

It has frequently been assumed that autistic children are untestable by standard psychological tests* but do in fact have normal or above normal intelligence. This assumption is based on indicators such as lack of cooperation, lack of attention to test materials, absence of physical stigmata, and relatively normal gross motor skills.

More and more children are being tested, however, and evidence of severe deficits in many areas of social, intellectual, and perceptual functions is accumulating.

Many researchers have attempted to obtain test scores with autistic children and "the increasing administration of standardized psychological tests indicates that: 1) infantile psychotic children are testable if low-level items are employed; 2) relatively few psychotic children obtain IQ scores within the normal range, and most function at a severely retarded level; 3) IQ scores are remarkably stable over

either brief or prolonged periods of time, regardless of clinical changes in behavior; 4) scatter within subtest scores tend to be largely a function of poor language comprehension and does not diminish the validity of total IQ scores; and, finally, 5) obtained IQ scores are predictive of later adjustment. More comparisons between psychotic and other clinical groups on standard and specially designed tests will be necessary, however, in order to determine whether the test patterns reported are specific to childhood psychosis.

*Standardized tests frequently used: Vineland Social Maturity Scale, Sequin Formboard, Weschler Intelligence Scale for Children, and the Illinois Test of Psycholinguistic Abilities.

The material for The Prognosis of Autistic Children has been extracted by Mrs. Emilie Martin (MSU-IMC) from the following sources:

Rutter, Michael, "Autism: Concepts and Consequences," Special Education, Vol. 59 #2, June, 1970.

Hingtgen, J. N. and C. Bryson, "Recent Developments in the Study of Early Childhood Psychoses: Infantile Autism, Childhood Schizophrenia, and Related Disorders," Schizophrenia Bulletin Issue #5, Spring, 1972.

Halpern, Werner I. "The Schooling of Autistic Children: Preliminary Findings," American Journal of Orthopsychiatry, Vol. 40 #4, July, 1970.

WORKSHOP TRAINING KIT

CHARTING BEHAVIOR

PRIMARY AUTHOR

NANCY CARLSON

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CHARTING BEHAVIOR

--LEADER'S GUIDE--

OVERVIEW

This activity is designed so that workshop participants in dyads can evaluate two case studies of low functioning learners. Each case study contains a number of charts in differing formats which contain behavioral data on that child. Each dyad is asked to complete a worksheet and to discuss their responses in the large group. Participants are asked to utilize skills of analysis and decision making and to construct some charts based on the data given.

OBJECTIVES

Through the activity the participant will

--be able to interact with a partner in a problem-solving situation.

--be exposed to a variety of charts in different formats containing behavioral data.

--when given behavioral data in one form, construct at least one chart in another form on a low functioning learner.

At the conclusion of the activity the participant will

--be more aware of the value of charting with low functioning learners.

--be able to list at least two characteristics of behavioral data.

--be able to list at least three formats in which behavioral data can be depicted.

PREREQUISITES

For the leader: Familiarity with information presented in this kit. The leader does not have to be an expert in Behavior Management, Charting or low functioning learners. It would be helpful to carefully read the Discussion Guide section.

For the participants: Since the material in this kit is specific to low functioning learners, it can be assumed that the majority of participants will have a knowledge of or interest in low functioning learners. In any case, the material is specific

enough for participants to learn as they do. It is not necessary for participants to have any prior knowledge or experience with charting.

TIME NEEDED

There are two case studies. If both are used, the total time will be two hours. Each activity is self-contained, however, and the leader could schedule two one-hour sessions on different days.

MATERIALS NEEDED

1. TO BE DUPLICATED:

   All pages to be duplicated are marked "Duplicator Page # " in the upper right hand corner. Use the pages in this kit so marked as masters.

   ONE FOR EACH PERSON:

--Introduction	Duplicator Page 1
--Bobby (Case Study)	Duplicator Pages 2-7
--Bobby (Worksheet)	Duplicator Pages 8-9
--Lorna (Case Study)	Duplicator Pages 10-15
--Lorna (Worksheet)	Duplicator Page 16
--Content Evaluation	Duplicator Page 17
--Workshop Evaluation	Duplicator Page 18
--Supplementary Information	Duplicator Pages 19-28

2. OTHER MATERIALS:

   --blank transparencies
   --overhead projector

PHYSICAL ARRANGEMENTS NEEDED

Tables and chairs sufficient to organize participants in pairs. Each person should have his own materials for study purposes, but worksheets are filled out together.

PROCEDURE

1. Arrange seating so there is sufficient space between pairs of participants.

2. Prior to beginning the activity, talk through with participants what they will be expected to do and what you expect

to accomplish during the workshop (objectives). *It might be wise to emphasize at this point that your primary emphasis will be on the aspects of CHARTING (observations and inferences relative to this topic).* If you intend to use it, the pretest Content Evaluation can be introduced here.

3. Hand out the Introduction and discuss briefly characteristics of low functioning learners (ask for specific examples of behaviors). And the value of charting these behaviors.

4. Give each person a case study and Worksheet. Suggest they work in pairs to complete the worksheet after carefully reading the case study. *For most groups, it will be advisable to use "Bobby" first, as it appears easier.*

5. Allow 30-35 minutes for most pairs to finish the worksheet. *Encourage participants to write down their responses. They will be more willing to discuss in the large group if they've agreed with someone else and committed that agreement to paper.*

6. Conduct discussion.

7. Administer post test.

DISCUSSION GUIDE

Ask participants to share their responses to the questions on the worksheet. If you wish, you could list the responses on a blank transparency. There are no "correct" responses. Each pair of participants will have their own set of responses which will contribute to the group's learning.

The focus, as mentioned before, is on CHARTING. For your information, Bobby exhibits many of the behaviors seen in children classified as trainable (severely) retarded. Lorna exhibits many of the behaviors in children classified as severely emotionally disturbed or autistic. Since we are dealing with behaviors of low functioning children, we have chosen not to classify or "label" the children depicted in the two case studies.

The "indirect" teaching in this activity is concerned with behavior management or behavior modification. There are sufficient examples cited to enable a leader to focus attention on these aspects if desired.

EVALUATION

Two forms are provided which can be used to help you gather data on content learning and the workshop activity itself. On the content evaluation form we have included in italics those answers most frequently occurring during our field testing of the kit. Perhaps they will assist you to evaluate your workshop responses.

INTRODUCTION

Children that are classified as low functioning learners have certain characteristics in common. If we understand these characteristics, we are better able to transfer educational information about assessment, instructional strategies, evaluation, etc. to our low functioning learners. These characteristics are:

- MINIMAL RESPONSE LEVEL: behavioral response to stimulus is apt to be limited, whether it is movement, speech, etc.
- NEED FOR EXTRINSIC REINFORCEMENT: an appropriate behavior is more apt to be continued if reinforcement is given immediately and in some tangible form. At the same time, inappropriate behavior is more apt to be eliminated if it is either ignored or reinforced negatively. (This is not to be viewed as an argument for corporeal punishment.)
- BEHAVIOR PRIMARILY SENSORY-MOTOR LEVEL: This implies that the learner must *ACT* on his environment in order to learn (change behavior). It would be appropriate for the teacher of low functioning learners to become well acquainted with this developmental level.

Low functioning learners, therefore, exhibit certain kinds of behaviors. How do these specific behaviors lend themselves to charting? In other words, what is the VALUE of charting with low functioning learners?

Charting is of value because:

- the behaviors can be *specifically described*
- the behaviors are *observable*
- the behaviors are *countable*
- the behaviors can be *reinforced*
- the behaviors are at times so infinitesimally small they MUST be charted to *verify progress*

The word "chart" can be used to describe different formats for depicting behavioral data. You will be using several different types of charts in this activity.

BOBBY

Bobby is a 10 year old male, who has just been enrolled in a school setting. He spent the first nine years of his life in an institution. His primary activities there were sitting in front of a television set and occasionally listening to a record player, when an attendant could be found to start the machine.

Bobby has no self-help skills, he must be bathed, dressed, and fed. He throws a temper tantrum when he is taken into the bathroom. (A guess would be that he had some unfortunate experiences in regard to toileting at the institution.)

He has almost no verbal communication skills. When he wants something (which is seldom) he indicates so non-verbally. The vocalizations heard are confined to grunts, whines, and cries. The single exception is sub-vocal swearing. He seems to have an enormous vocabulary of swear words, which he seems to use appropriately but not aloud.

Social interaction skills are also at a minimum. His interactions with other children are limited to pushing, hitting, punching, etc., or taking away their toys or papers (which he usually rips up). His response to adults is confined to staring blankly at them. Occasionally he looks out of the corner of his eye to see if an adult is watching.

The only manipulative materials he shows familiarity and ability with are the blocks and balls. He is able to stack up to five blocks, and can roll a ball with accuracy at a target. He can throw, but not with strength or accuracy, and is completely unable to catch anything. (In fact, shows fear in the situation.) He can run and walk but cannot hop, jump, skip or do any other more complex motor activity. He goes up and down stairs in a foot-to-foot manner, clutching at the railing.

He has spent one month in the classroom. Attached are behavioral records of some of the activities which were observed. The first week or so was an observation period. During the second week, more formal conditions were set up for modifying some of his behavior; this included the selection of specific behaviors to be modified and the recording of base line information in chart form.

Name: Bobby
Dates: 1/22/73-1/26/73

ANECDOTAL REPORT OF BOBBY WORKING WITH FORM BOARD PUZZLES

Day I — Bobby was given a formboard-type of puzzle during a "time out" period following an act of aggressive behavior during free play. The puzzle was a simple one requiring him to place the same shapes (5 circles) into the appropriate hole depending upon the size of the circle (shape constant, size varied). He sat and stared at it for 10 minutes and then threw it on the floor.

Day II — The teacher chose a time when Bobby had been responding well in class. She brought the same formboard to Bobby and both gave him simple instructions ("put the circle in the hole where it fits good") and then showed him (modeled) what to do. Bobby began the activity immediately and finished, correctly placing the 5 circles in 5 minutes. He used a trial and error approach. The teacher rewarded him immediately with a cracker.

Day III — Bobby brought the same formboard puzzle to the teacher and indicated non-verbally that he wanted to do the puzzle. The teacher said "puzzle" and pointed at the formboard. Bobby said "puh" and the teacher gave him cereal and said: "Yes, that's right—'puzzle.'" Bobby worked at the puzzle for 8 minutes, correctly completing it twice, still using a trial and error approach. At the end of the second completion, he looked around for the teacher and indicated non-verbally that he was finished. The teacher said "Done?" Bobby repeated "Done," and clapped his hands. The teacher said, "You did a good job!" and gave Bobby a cracker and a fruit loop.

Day IV — Bobby began working on the same formboard puzzle completely independently. The teacher noticed, but waited a few minutes until Bobby had successfully completed the puzzle. She then went over to him with a similar formboard with squares instead of circles. She verbally reinforced Bobby for completing the formboard and asked him if he would like to try a different one. Bobby looked at the teacher blankly, so the teacher removed the circle formboard and placed the formboard of squares in front of him. She showed him how to do it and said, "Now you do it." Bobby completed the formboard in 5 minutes. This time, however, he picked out the largest square and put it in, and then the smallest square and put it in. The three remaining squares were placed in a trial and error manner. When he had finished the square formboard the teacher gave him a cracker and said, "Good, Bobby." Bobby said, "Good" and smiled. The teacher gave him a fruit loop.

Day V — Bobby went to the shelf where the formboard puzzles were, but seemed unable to decide which to take. He finally picked up both and took them to the back table. First he did the circle formboard and then the square formboard, both times immediately placing the largest and smallest forms, but utilizing more random procedures for the middle three. The teacher reinforced him verbally for completing the two puzzles and then worked with him on the circle formboard. The teacher structured the work situation by saying things like: "Where does this circle go? Show me . . . Take your time. Show me where *this* circle goes . . . Good, you knew it went there because it's bigger than this one." The teacher verbalized a structure for Bobby to use. Then she let Bobby do it himself. Every time Bobby paused before he put the circle in, she said "good." Four of the 5 circles were placed correctly on the first trial. When finished, Bobby said "good" and smiled. The teacher gave him a cracker and said, "That *was* a good job."

BEHAVIOR OBSERVATION RECORD

NAME: Bobby P SEX: Male DATE OF BIRTH: 1/2/63

DATE OF OBSERVATION: 1/10/73

OBJECTIVES: To decrease aggressive behavior

OBSERVATION:

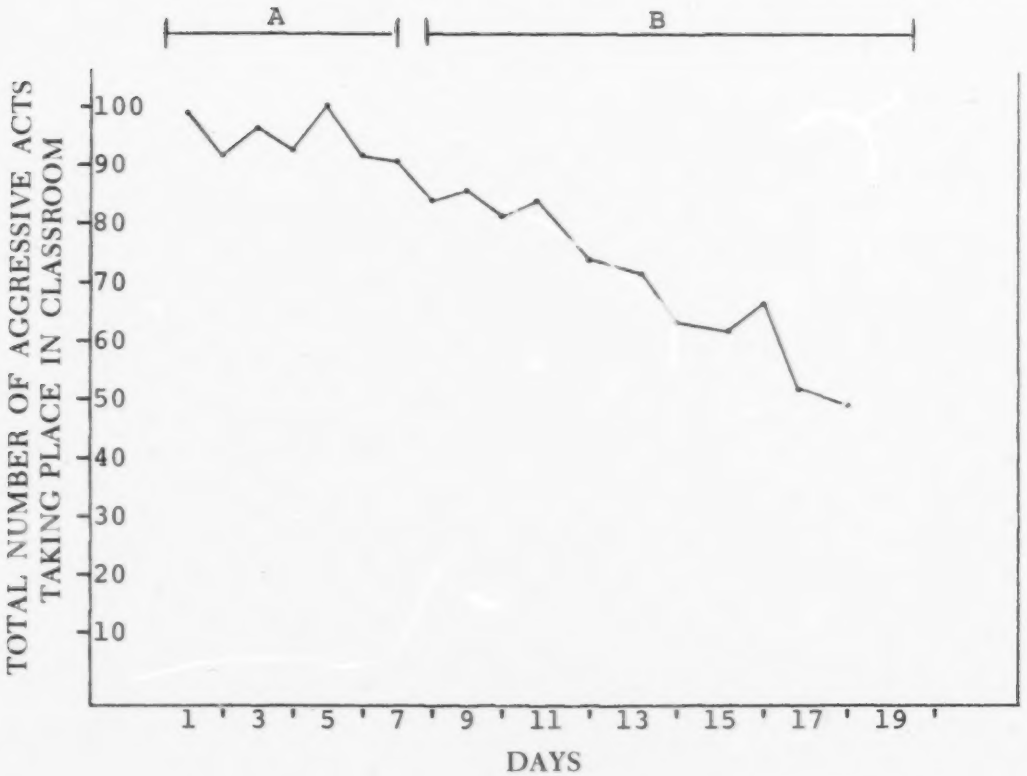
Subject	Duration			Frequency	$\sum_f$	Base Rate
	Start	End	Time			
Type of behavior: ___ Deficit X Interfering Description of behavior: striking other child (children)						
free play	10:15	10:35	20 min	###	5	15/hr.
Type of behavior: ___ Deficit X Interfering Description of behavior: ripping other childrens' papers						
art	11:00	11:30	30 min.	IIII	4	8/hr.
Type of behavior: X Deficit ___ Interfering Description of behavior: sub-vocal swearing						
social skills	1:00	1:45	45 min	III	3	4/hr.

ELICITORS	APPROPRIATE BEHAVIOR RESPONSE	HIGH PROBABILITY REINFORCERS
proximity to another child	non-striking behavior	removing child to corner (negative)
inability to do task	indicate need for help	teacher reward (token)
	non-ripping behavior	

Charting Behavior
Bobby

Duplicator Page #5

Name: Bobby
Dates: 1/8/73-1/31/73

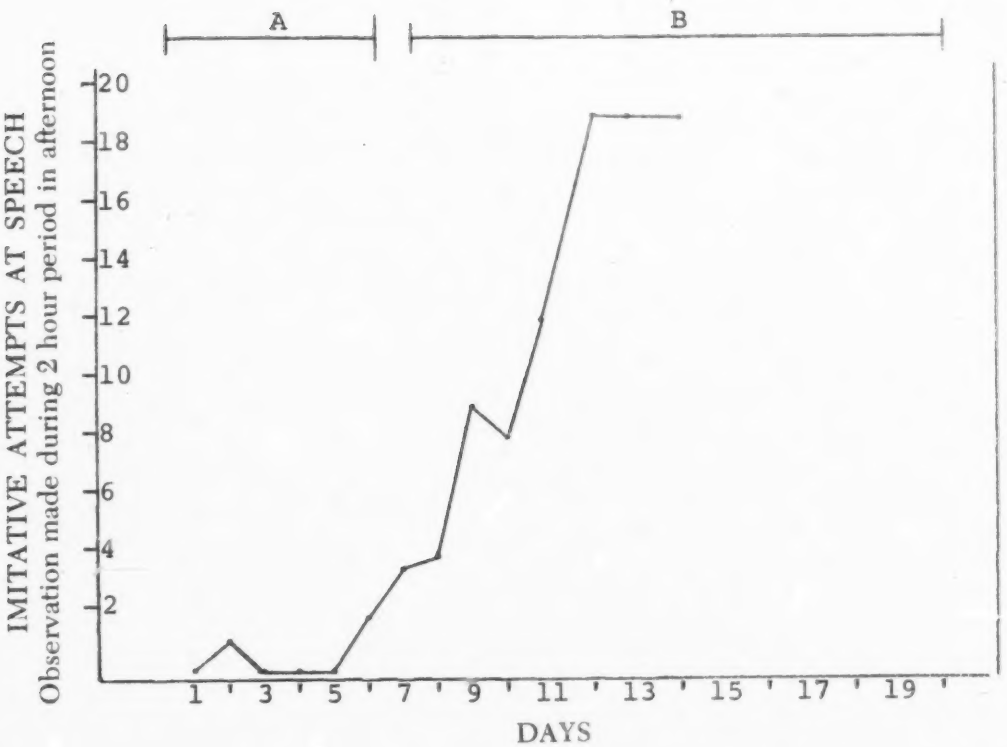


A = Base line period
(no structured attempt to reward or punish)

B = Reinforcement period
(structured positive and negative reinforcement)

Charting Behavior
Bobby

Name: Bobby
Dates: 1/8/73-1/25/73



A = Base line period (no structured attempts to increase vocalization)

B = Reinforcement period [reward (cereal) given, following any attempt at imitative speech. From day 9 verbal reinforcement given ("good") along with cereal]

DAILY SCHEDULE FOR TOILET TRAINING

GOAL: Independence in toileting

OBJECTIVES: (for first two months)

1. that Bobby will be helped to overcome his reluctance to go to the bathroom.
2. that Bobby will be independent in the following activities:
   a) standing in front of toilet
   b) unfastening button or snap
      1) with button board
      2) with own clothing
   c) zipper opening and closing
      1) with zipper board
      2) with own clothing

DAY	TRIALS	RESPONSE INCREMENTS
1	3**	Standing three feet outside of bathroom door
2	1	Standing two feet outside of bathroom door
2	1	Standing one foot outside of bathroom door
2	4**	Standing at bathroom door
3	2	Standing at bathroom door
3	1	Standing one foot inside bathroom door
4	1	Standing two feet inside bathroom door
4	2	Standing three feet inside bathroom door
5	2	Standing four feet inside bathroom door
5	3**	Standing in front of toilet
6	2	Standing in front of toilet
7	6***	Standing in front of toilet—teacher helps to unfasten clasp or button
8	5**	Standing in front of toilet—teacher helps to unfasten clasp or button
9	4*	Standing in front of toilet—teacher helps to unfasten clasp or button
10	3	Standing in front of toilet—teacher helps to unfasten clasp or button
11	3	Standing in front of toilet—teacher helps to unfasten clasp or button
12	5	Standing in front of toilet—teacher helps to unfasten clasp or button and unzip zipper
13	4	Standing in front of toilet—teacher helps to unfasten clasp or button and unzip zipper
14	3	Standing in front of toilet—teacher helps to unfasten clasp or button and unzip zipper
15	5	Standing in front of toilet with trouser button unfastened and zipper open, student helps to push trousers down.

*indicates unwillingness on Bobby's part to continue, procedure discontinued for that trial.

EVALUATION WORKSHEET

Discuss the case study materials with your partner and answer the following questions.

1. Which of the behaviors charted would you want to *continue* to modify? Why?

2. What modifications, if any, would you want to make in the *charting procedure* for:

   puzzles:

   aggressive acts:

   attempts at speech:

   toilet training:

3. Which *chart*(s) gave you the MOST information about Bobby's behavior?

4. Which *chart*(s) gave you the LEAST information?

5. What other behavior or behaviors would you as a teacher want to have charted? Show below how you would chart it.

6. Given the following situations, how do you think the child will *now* respond?

   a) Teacher: "Bobby, this is a ball. Say ball."

      Bobby: _____

   b) Situation: It is time for Bobby to be taken to the bathroom.

      Expected behavior: _____

   c) Situation: Bobby approaching a group of children during free play.

      Expected behavior: _____

   d) Situation: Bobby given a set of nesting blocks.

      Expected behavior: _____

   e) Situation: Bobby is asked to get a chair and bring it to join the group.

      Expected behavior: _____

LORNA

Lorna is a five year old female who has been enrolled in a school setting for one month.

Lorna's history is as follows: After a long and difficult delivery, her mother (presently aged 46) suffered a massive stroke and was hospitalized for one year. The mother then returned to the home, but is still unable to speak or move her right hand at all. Her right leg is severely paralyzed and very painful, hence she moves around very little.

Lorna's father is a busy executive who has divided his time between work and his wife, leaving Lorna's care and upbringing to his mother—a 70 year old partially senile woman who sits and rocks most of the day.

When first seen at school, Lorna seemed uninterested in everything—especially people. She did not respond when her name was called, and looked through or past people, avoiding eye to eye gaze. When placed alone in a room full of toys and materials, she ran under the table and sat cross-legged with her head on the floor for the entire 20 minute observation period.

Lorna became distressed when exposed to noises (train whistle, bell, animal sounds, etc.) and slapped her hands over her ears as if to try to shut out the noises. The exception to this was soft music—a record done by the Boston Symphony including Brahms' Lullaby elicited a soft smile. (The only smile observed during the one day testing situation.)

Various types of self-injurious behaviors were noted with high frequency. Head-banging, pinching, and pounding of herself were most frequently noted—almost always occurring when she was alone, or at least when someone else was not close to her.

When first shown the playground equipment, Lorna hid from everyone, and continued this behavior for a full week. However, after the first week a new teacher aide took her to the slide and held Lorna on her lap while sliding down, giving her a gumdrop immediately after sliding. Lorna went back to the slide again and again until finally it was decided to introduce her to other pieces of equipment. Again she was physically manipulated to introduce her to the jungle gym. The same procedure was repeated with the swing.

Attached are behavioral records of some of the activities which were observed.

OBJECTIVE: LORNA WILL RESPOND VERBALLY WHEN HER NAME IS CALLED

SUB-OBJECTIVE 1

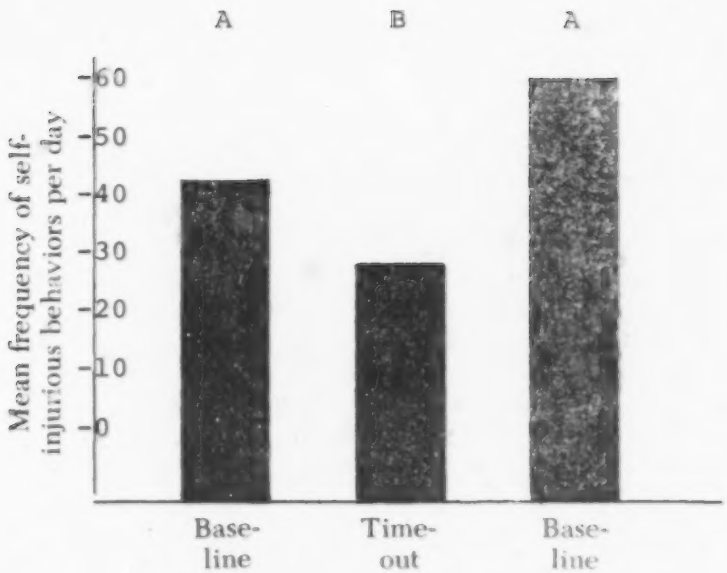
Stimulus: Teacher calls Lorna's name
Appropriate response: Lorna moves head toward teacher
Reward: black gumdrop, contingent upon appropriate response

DAY	# STIMULI	# APPROPRIATE RESPONSE	# A.R. REWARDED	% APPROPRIATE RESPONSE
1	3	0	0	0
2	3	1	1	33
3	4	1	1	25
4	4	2	2	50
5	4	3	3	75
6	4	4	4	100
7	5	5	5	100

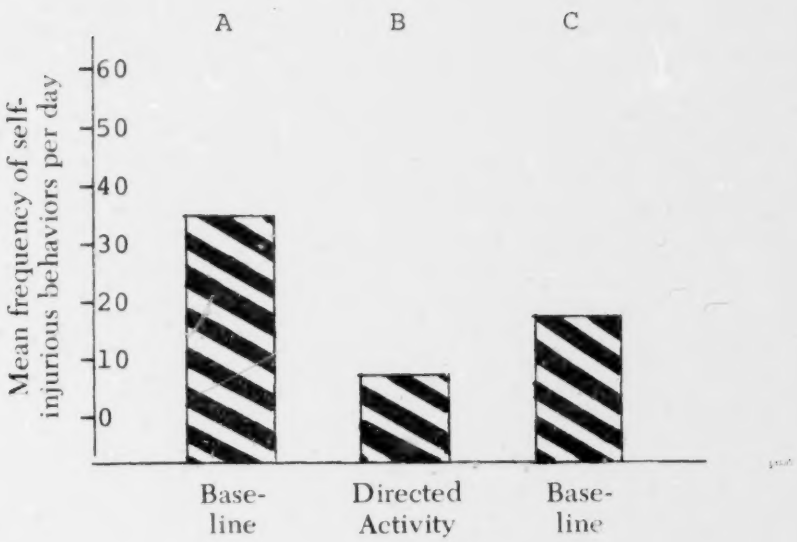
SUB-OBJECTIVE 2

Stimulus: Teacher calls Lorna's name
Appropriate response: Lorna looks at teacher (i.e., eye to eye gaze for at least 1 second)
Reward: black gumdrop, contingent upon appropriate response

DAY	# STIMULI	% APPROPRIATE RESPONSE	# A.R. REWARDED	# APPROPRIATE RESPONSE
8	5	1	1	20
9	4	1	1	25
10	4	2	2	50
11	4	2	2	50
12	4	1	1	25
13	4	2	2	50
14	4	3	3	75
15	4	4	4	100
16	4	4	3	100
17	5	5	3	100
18	5	5	2	100
19	6	6	2	100
20	6	6	1	100



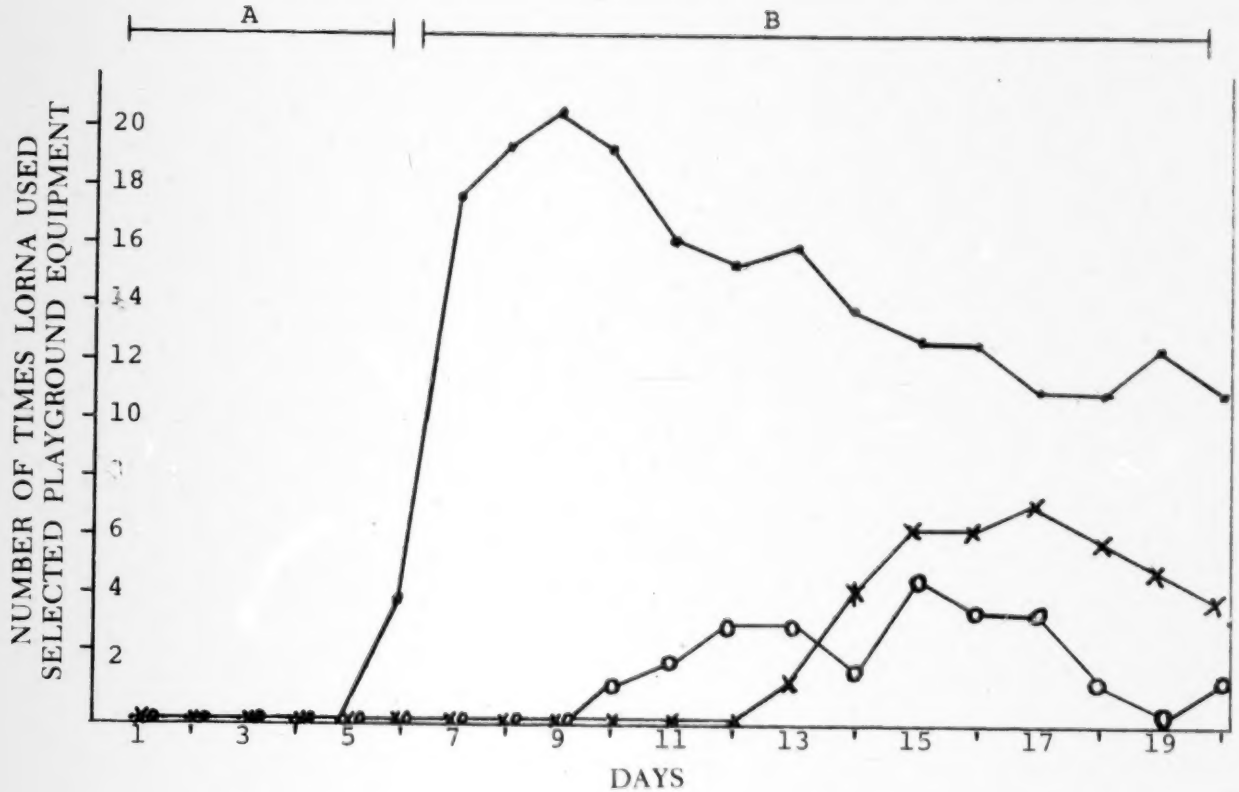
Each column of the histograph (bar graph) represents the mean frequency of 20 five minute samples obtained over 3 days. Behaviors recorded were any type of self-injurious response (pinching self, banging head, pounding self, etc.). During the time-out condition (B) the child was physically removed from where she was and placed in a soft chair in the back of the room. A return to the baseline condition following this treatment showed an increase in self-injurious behavior, although there was evidence of control effected by the time-out technique.



Each column of the histograph (bar graph) represents the mean frequency of 20 five minute samples obtained over 3 days. The C treatment condition of the ACA procedure was conducted several weeks after the previous ABA program. The C condition consisted of the staff's *immediately* initiating a directed activity with Lorna. The activities were varied but always consisted of some form of kinesthetic or motor response, (tumbling, ball handling, throwing, punching a bag, etc.) During the directed activity, very little self-injurious behavior was noted. Return to baseline conditions showed a significant decrease in self-injurious behavior.

Charting Behavior
Lorna

Duplicator Page #14



A = Baseline condition
Lorna's independent use of selected playground equipment

B = Reinforcement condition
Lorna was given black gumdrop every time she used any piece of equipment

Indicates use of:

slide (teacher introduced on day 6)

jungle gym (teacher introduced on day 10)

swing (teacher introduced on day 13)

REPORT OF OBSERVATION

DAY 3

RECOMMENDATION

It was recommended during the initial session that the teacher attempt to work with Lorna in a one-to-one situation, using the record (Boston Symphony) that she had responded to earlier.

GOAL

The teacher's goal was to get Lorna to relate to her in a controlled atmosphere (small room, one way mirror) through a medium that was mutually participative. In this case, the teacher decided to try water.

SITUATION

A large tub of water was placed in the room along with soft floatable toys and pouring utensils. The teacher was playing with the toys and the music was playing softly when Lorna was placed in the room.

Note: Lorna had not responded to this situation on the two previous days.

OBSERVATIONS

Minute 1: Lorna enters the room. Contrary to the past two days, she does *not* run to the corner to hide. She appears to hear the music and smiles a little.

Minutes 2-5: She watches what the teacher is doing rather intently. (The teacher is running her hand through the water very gently and letting the water drain off her fingertips. The teacher does not look at Lorna.)

Minutes 6-8: Still standing in the same place, Lorna moves her arm in imitation of the teacher's rhythmic movement through the water.

Minutes 9-11: Lorna takes one step toward the tub of water. (She is now 6 steps away from the tub and about 8 steps from the teacher.)

Minutes 12-15: Lorna takes two more steps toward the tub. She continues to watch what the teacher is doing with her hands and continues to move her own hands in the same way. The teacher does not look at Lorna. When the record ends, the teacher and Lorna leave.

WORKSHEET

Discuss the case study materials with your partner and complete the worksheet.

1. Make a chart below to graphically depict the information presented on page 6. Leave room for recording data on the days to follow.

2. The objective on page 2 is to get Lorna to respond verbally when her name is called. What sub-objective would you place next? Show how you would chart it.

3. What OTHER behavior or behaviors would you as a teacher want to have charted? Why?

___ Pre ___ Post

CONTENT EVALUATION FORM

1. What is the value of charting with low functioning children?

2. To construct meaningful charts you must collect data on your learner. Describe the characteristics of this data.

3. The word "chart" can be used to describe different formats for depicting behavioral data. What other words can be used to describe some of the many formats? (i.e., line graph)

Answers to Duplicator Page #17

___ Pre ___ Post

CONTENT EVALUATION FORM

1. What is the value of charting with low functioning children?

   --to verify progress (especially small increment progress)
   --to change objectives when necessary
   --to better define the instructional task
   --to communicate accountability

2. To construct meaningful charts you must collect data on your learner. Describe the characteristics of this data.

   --specific
   --countable
   --recurring
   --descriptive
   --meaningful
   --applicable to learning

3. The word "chart" can be used to describe different formats for depicting behavioral data. What other words can be used to describe some of the many formats? (i.e., line graph)

   --bar graph
   --anecdotal record
   --matrix
   --flow chart
   --profile
   --rate and frequency counts
   --observation record

WORKSHOP EVALUATION FORM

1. Was this workshop worth the time you spent for it?

_____ Yes _____ No

Why?

2. Do you think you were adequately prepared for the material presented?

_____ Yes _____ No

If no, explain.

3. How could this workshop enhance the teaching skills of a teacher of low functioning learners?

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SUPPLEMENTARY INFORMATION

A PIAGETIAN APPROACH TO THE DEVELOPMENT OF THE TRAINABLE MENTALLY RETARDED CHILD

"Traditionally educators and psychologists have considered intellectual development in terms of IQ and or mental age. This view of intelligence has not proved of any great worth since the concepts are nebulous and often misleading. When used to describe the Trainable Mentally Retarded (T.M.R.) they have been even less valuable. To describe a child as having a mental age of five years when he is chronologically much older, does not provide either an accurate picture of the child or sufficient information for programming. He is not like a five-year-old and to view him as such tends to portray him in negative terms."

PIAGET'S THEORY

A Piagetian theory which divides intellectual development into four stages or periods seems to be a more logical approach rather than IQ or mental age for the TMR child. In using the Piagetian theory we are able to see a child as what he is rather than what he is not.

"According to Piaget, intellectual development can be divided into four periods:

1. Sensorimotor period (usually lasting from birth to 2 years)
2. Preoperational period (usually lasting from 2 to 7 or 8 years)
3. Concrete operations (from 7 or 8 to 11 or 12)
4. Formal operations (the adolescent period)

Each stage is characterized by the development of specific abilities and by particular ways of handling the environment."

DEVELOPMENT OF TMR CHILD

Using this developmental framework, "...the Trainable Mental Retardate is one who follows the normal pattern and sequence of development but at a slower pace and who fixates at the preoperational period; i.e. his learning is characterized during the early years as motor level learning and during adolescence and adulthood as perceptual level learning."

"Normally the child reaches the end of this (the sensorimotor period) period of development between two or three years of age. The TMR reaches the end of this period of development at approximately eight to eleven years."

SENSORIMOTOR PERIOD — This period can be divided into six stages:

Stage I — THE REFLEX STAGE: The infant is born with a number of abilities such as sucking, grasping, etc. Gradually during the first stage (which normally lasts one month) the child begins to recognize when to suck and to grasp. In other words, what started as an automatic reflex, begins to come under the child's control.

Stage II — THE STAGE OF PRIMARY CIRCULAR REACTIONS: During this stage the child acquires a number of habits. He becomes curious. He coordinates various schemas; e.g., he turns his head to see where a sound has come from; he can follow a moving object (such as his hand with his eyes).

Stage III — THE STAGE OF SECONDARY CIRCULAR REACTIONS: In stage 3 he begins to crawl and to manipulate objects. His scope of interest extends beyond himself to his environment.

Stage IV — THE STAGE OF COORDINATION OF SECONDARY SCHEMAS: The abilities begun in stage 3 become more complex and sophisticated. He begins to anticipate happenings (he cries when his mother puts on her hat); he begins to imitate sound and actions; he begins to realize that objects still exist when he can no longer see them.

The normal child completes these four stages of sensorimotor development in the first year of life. The chronological age (C.A.) at which the TMR reaches this stage of development is approximately three years.

Once again, it should be said that these findings have significance for the teacher of the TMR child. They indicate that the teacher must be aware of the stage of development which the children have reached in order to provide materials they can and need to handle to ensure future development. Many TMR children may still be in stage 4 when they enter school for the first time (at age five or six). Most are at stage 5. Stage 4 and stage 6 in TMR children lasts roughly from C.A. six to C.A. eleven.

Stage V — THE STAGE OF TERTIARY CIRCULAR REACTIONS: During this stage the child begins to invent means of doing things.

Charting Behavior
A Piagetian Approach...

He does this by active trial-and-error. It is a period of extensive experimentation. Children now become intensely interested in making objects (such as blocks) fit into containers (such as wagons). Examples of useful materials are posting boxes where the child can fit shapes into appropriately shaped slits.

Toward the end of this stage children begin to tackle problems such as fitting "nesting" toys together; they begin to tackle formboard tasks such as simple puzzles. They begin to understand verbal directions given in simple concrete situations.

Stage VI

BEGINNING OF THOUGHT: During this stage he makes the transition to symbolic thought. He attempts to think about a problem. He can imitate a model even though the model is not present. He gives evidence of verbal comprehension. He begins to be successful with items on tests like the Stanford Binet. He can handle more elaborate picture puzzles. He can be introduced to material that requires him to copy sequences, e.g. colored beads on a string.

DEVELOPMENTAL LAGS

It is useless to attempt to teach the child "academic" subject matter before he has completed the developmental stages of the sensorimotor period. His training during the sensorimotor period should concentrate on developing basic mental abilities. This can be done by providing him with the materials he can manipulate in situations which are likely to lead him on to the next stage of development.

It should be noted that while the child's intellectual development is like that of a normal two to three-year old, he is apt to be much further advanced in his locomotor and social development. This aspect of development will be closer to his chronological age level and this may lead people to expect more of him intellectually than he can deliver. However, while the intellectual and "academic" tasks he can handle may be limited (and we should not thrust tasks upon him which he cannot handle), if he can perform at a more advanced level in motor and social development, we should expect him to do so. If we do not challenge him, we will over protect and thus retard him further in unnecessary ways.

PREOPERATIONAL PERIOD

The next period of development is termed the Preoperational period. This type of thinking is characterized by the fact that the child is unable to classify or understand numbers and other abstract symbols in any sense. He is only able to think in the concrete sense.

"The preoperational period is divided into two stages, the stage of the preconcept and the intuitive stage.

Stage I

THE PRECONCEPT STAGE: During this stage when a child is asked to put things together that are alike (i.e. to classify) he collects objects in a figural or graphic arrangement. He may make short or long lines with the objects comparing the first with the second, the second with the third, etc. As he makes these rather unrelated comparisons, he often changes the criterion of similarity. Thus he shifts from one criterion (e.g. color) to another (e.g. shape). He cannot visualize classes in which all the elements are alike in some way. His understanding of number is also very limited. He cannot count because he is unable to make a one-to-one correspondence between two sets of objects. He is also unable to reproduce a row of objects in correct sequence. Therefore sequences of letters and words will have little meaning for him. Activities which encourage children to bring objects together by size or form are useful during this period. The TMR enters this stage sometime after age eleven and remains at this level until approximately fourteen or fifteen years of age.

Stage II

THE INTUITIVE STAGE: During this stage children learn to bring objects together in one-to-one correspondence, and eventually to make a number correspond with one object. He can therefore learn to count accurately. However, he cannot accept the invariance of numbers and when the configuration of a row of objects changes, so does his judgment. He cannot understand the principles of the elementary calculations of addition, subtraction, etc., although he may learn combinations by rote. In classifying objects he can learn to group objects together on the basis of one criterion but the relationships of class and subclass are beyond him. Useful activities at this stage include copying a sequence of items in the same order, matching or pairing sets of objects in one-to-one correspondence, placing in order elements that are graded in length, breaking up a number of elements in different ways and reassembling them as a whole, dividing up a whole into equal parts, or making unequal groups equal."

DETERMINING DEVELOPMENTAL STAGE

Recognition of the stage at which a child is functioning is extremely important. If there is no test to determine this, other methods can be used.

"In the sensorimotor period or preoperational period the simplest way is to be aware of the characteristics of each stage and to observe the child's behavior. If his behavior is similar to that described, then he is probably at that particular stage."

USING THE MODEL

"The Piagetian model will become even more useful if teachers begin to use it in classrooms. The number of teaching programs for children who are developmentally young is increasing. If teachers will assess their children and observe which materials TMR children at different stages can use, as well as the way in which they are used, our knowledge in this area will increase rapidly. It is particularly necessary to determine the sensorimotor stage and the areas of sensorimotor development which appears relevant for matching with the various programs. For example, is imitation the area of development most relevant for achievement in language; is space the area most relevant for early development of number? If teachers will apply this (or other developmental models) in their classrooms, we may be able to expand greatly our knowledge of teaching strategies for the TMR."

The material for A Piagetian Approach To The Development Of The Trainable Mentally Retarded Child has been extracted by Mrs. Emilie Martin (MSU-IMC) from the following source:

Whyte, Lillian, "Piagetian Theory: Implications for Building Curriculum for the T.M.R.," Special Education in Canada, Vol. 46, No. 3, March-April, 1972, page 17.

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SUPPLEMENTARY INFORMATION

DEVELOPING VERBAL RESPONSES IN AUTISTIC CHILDREN

Behavior modification (or operant conditioning) is a method of changing undesirable behavior in a child. This technique has been used by many workers with autistic children and has produced much success.

Stark, Giddan and Meisel used behavior modification to develop language behavior with an autistic child called Kipper who at the onset was virtually unresponsive to all types of environmental stimuli. Their program began by teaching imitation of gross nonvocal responses, to more refined types of nonvocal imitation.

PHYSICAL IMITATION

"Kipper was seated directly opposite the clinician. At first, the clinician prompted Kipper by physically moving him through the required motion. For example, in teaching an 'arms up' gesture, the clinician first modeled the behavior and then lifted Kipper's arms above his head. The clinician provided immediate reinforcement by saying 'Good boy!' and giving him a piece of candy or cereal. A technique which facilitated Kipper's response was to hold two M&M's above his head so that he had to raise his arms to get them."

VOCAL IMITATION

Moving from gross concepts to more complex stimuli was also accomplished by behavior modification in developing vocal imitation.

To assist in developing vocal imitation we used a series of consonant/vowel drills. They were very simple and built around two guidelines -- 1) each must be a single sound (m, not ma; a, not at; etc.) and 2) each must demonstrate a gross contract between vowel and consonant (a/m; u/p; etc.). As soon as Kipper acquired the ability to imitate single sounds, they were presented in consonant/vowel and vowel/consonant combinations. The stimuli were a series of phonemes where one element remained constant.

The next step after vocal imitation was verbal labeling--the sounds produced can be used to represent actions and objects.

VERBAL LABELING

"As soon as he was able to produce imitative responses to (m) and (a), letters representing these sounds were printed on 3" x 5" cards in different colors. The Phonovisual Symbols (Schoolfield and Timberlake, 1944) were used to represent sounds. Kipper was taught to imitate (m) with the M card on the table. The clinician placed a piece of candy on the card and he received it as soon as he imitated the sound. Soon he began to anticipate the clinician and produce the sound when the candy was placed upon the card. By the tenth trial, he was 'reading' the letter."

The final step in the program was to promote verbal discrimination.

VERBAL DISCRIMINATION

"In addition to teaching Kipper to label more than a dozen pictures and objects, we wanted to bring more of his behavior under the control of verbal stimuli. Therefore, we had Kipper place a marker, such as a poker chip or wooden block, on the printed M or O when these were spoken by the clinician. The stimuli became increasingly complex. Kipper soon was able to discriminate (ma) and (pa) and placed a block on the appropriate picture or word card.

INTEGRATION

At this point we reintroduced some of the verbal commands we had attempted to teach earlier. Each new verbal command was introduced in isolation. For hand-clapping, the clinician first said 'clap' and modeled the action. Kipper would imitate her hand clapping as well as approximate her vocal utterance. Soon he was responding to the verbal stimulus without a demonstration. By the end of the training period he had mastered a variety of verbal commands."

Another successful program, using a therapeutic nursery school setting, for initiating verbal responses has been described by Block.

SPEECH AVOIDANCE

"The staff begins the speech stimulation program by engaging the child at his level of language development and use. After the initial school adjustment has been made and the staff has become more familiar with the child's functioning level and characteristic behavior, certain patterns become more apparent, among these the speech avoidance patterns."

NON-VERBAL MESSAGES

"Frequently in the classroom it is obvious that a child is communicating nonverbally a message that is important to him and about which he has strong feelings. This is a good time for the teacher to give him a simple word with which he can verbalize his message. The child is taught in many direct and subtle ways that words have more power than other ways of communicating."

In this program a specific individualized plan to facilitate verbalization is designed for each child.

VERBAL LABELING

"The teacher's skill in understanding which of the child's non-verbal messages seems most urgent to him and which is a suitable word he can use to convey this message is an important initial technique."

"The teacher must always hear words rather than mute gestures. A verbal request or response, no matter how minimal and incoherent a sound, rather than a nonverbal communication is always rewarded with an immediate, positive response from staff who are always interested in encouraging verbal rather than nonverbal responses. The child who asks to 'go out' is permitted to leave; the child who asks for a 'cookie' receives one even if it is not a snack time. The child who says 'up' is picked up. By contrast, a child who has mutely refused to participate in a circle game may be coaxed or taken by the hand to be further persuaded. However, if that same child then speaks and says 'no,' the teacher discontinues her persuasive efforts immediately, permitting the verbalization to have special power and more meaning than a mute communication."

Once verbal communication has been established it is important to establish appropriate-related non-verbal behaviors.

APPROPRIATE NON-VERBAL BEHAVIOR

"The autistic child's lack of facial expression and his avoidance of eye to eye gaze are also very important through their efforts on other people's reactions to him. The development of the smiling response in infants at about four to six weeks after birth serves an important function because the smile tends to induce feelings of warmth and pleasure in the mother who begins to enjoy playing with the baby. If the child shows little variation in facial expression and does not smile much, the parents are likely to feel less warmly towards the child. Similarly, later the teacher and other children will find the child less fun and less rewarding to be with or to teach.

In the same way eye contact serves a number of different functions in the relations between people. Looking someone in the eye helps the individual to get 'feedback' on the other person's reaction to him. It is closely related to physical proximity and the presence of eye contact produces a feeling of intimacy and emotional closeness. Thus, the absense of eye to eye gaze or the short duration of eye contact in the autistic child is likely to influence other people's responses to him."

The material for Developing Verbal Responses In Autistic Children has been extracted by Mrs. Emilie Martin (MSU-IMC) from the following sources:

Block, Judith, "Nonverbal Messages - A Means to Verbalization," Teaching Exceptional Children, Vol. 4,No. 1, Fall, 1971.

Rutter, Michael, "Autism: Concepts and Consequences," Special Education, Vol. 59, No. 2, June, 1970, p. 23.

Stark, Joel, Jane J. Giddan, and Joan Meisel, "Increasing Verbal Behavior in an Autistic Child," Journal of Speech and Hearing Disorders, Vol. 33, No. 1, February, 1968.

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SUPPLEMENTARY INFORMATION

CHARTING THE BEHAVIOR OF YOUNG DEAF-BLIND CHILDREN

We all attempt to understand others and to predict how they will function under a variety of circumstances and the rate of their development in terms of the areas of the person of which we are concerned. In doing this, all of us utilize a variety of assessment methods. Some of these methods are observation, careful or casual, and interviews, both formal and informal. Comments and recommendations of the present and future functioning of the person being assessed are based on these varying degrees of association of the person.

One method of assessment that is helpful in evaluating the progress of a deaf-blind child is the use of a chart to record observations.

"Charts can be utilized for both the elimination of undesirable behavior and the development of new behavior because a chart can create teacher awareness of learner behavior. Precise observation and timing are necessary to determine the progress of the behavior that is being examined."

Each chart should break a task into its component parts and provide some method for recording the childs' actions. An example is given on the next page.

"Expect spotty looking charts and don't be concerned about them. They show that the child has not learned the sequence. Your goal is to teach the child the missing steps by using the blank squares for your teaching goals."

Some behaviors, such as toilet training require accurate observation of timing. A chart denoting a twenty-four hour day divided into five minute periods and the action of the child can be used for precise charting. Very precise charting is helpful with behaviors that are very sporadic, hard to observe, subtle, or particularly interactive with the teacher.

Charting of a precise nature is also valuable in assisting the teacher in setting goals and objectives for individual learners.

"To teach toilet training, begin by keeping a recc d sheet pinpointing the exact time when all bowel movements and urination occur. Keep this for three or four days around the clock. This chart will show when elimination is likely to occur. When this is known training can begin."

A chart can show a child with a tendency toward a set pattern of urination by a cluster of marks. After rather random placement on the toilet without success a pattern can be recognized and the child can have nearly complete success by the fourth week of the program. Charting the behavior in this manner aids in establishing the pattern and training of the child."

Each chart can be put onto a graph to show instantly gains or losses which have taken place.

	Will do job only with complete physical, verbal, or tactual help	Needs physical guidance and verbal or tactual help	Needs only slight physical cue and verbal or tactual help	Needs only a verbal or tactual cue	Total independence: remembers to do this task in sequence
FEEDING—When the child is fed, he is able to:					
1. Raise head to eat				11	1111
2. Keep the food in his mouth until he swallows it		11	1	1	
3. Chew the food if necessary before swallowing it	111		1		
FINGER FOODS—The child is able to:					
4. Eat finger foods when they are put in his mouth					
5. Hold and eat finger foods when they are put in his hand		11			
6. Pick up the finger foods and put them in his mouth					
7. Break finger foods into edible pieces and eat them			1		
8. Bite off appropriate size pieces of finger foods					

Place a mark in the appropriate box according to the learners demonstrated behavior. Make the mark whenever the behavior occurs.

The material for Charting The Behavior Of Young Deaf-Blind Children has been extracted by Mrs. Emilie Martin (MSU-IMC) from the following sources:

Book of Proceedings, Workshop for Severely Developmentally Disabled, January 11-13, 1972, Ellisville, Mississippi, p. 11.

Professional Preparation of Teachers of the Multiply Handicapped with Special Concern Directed Toward The Child with Both Auditory and Visual Impairments. Proceedings of the Special Study Institute, Pittsburgh, Pennsylvania, 1971.

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ON

BEHAVIOR MODIFICATION

WITH

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PROFESSIONAL REFERENCES, JOURNALS AND BIBLIOGRAPHIES

IDEA BOOKS FOR TEACHERS

MEDIATED IN-SERVICE TRAINING MATERIALS

INSTRUCTIONAL MATERIALS

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August, 1973

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PROFESSIONAL REFERENCES, JOURNALS AND BIBLIOGRAPHIES

IDEA BOOKS FOR TEACHERS

MEDIATED IN-SERVICE TRAINING MATERIALS

INSTRUCTIONAL MATERIALS

Nancy Carlson
August, 1973

SUPPLEMENTARY INFORMATION

--PROFESSIONAL REFERENCES, JOURNALS AND BIBLIOGRAPHIES--

TEXTS--BOOKS

Baumgartner, B. B. Helping The Trainable Mentally Retarded Child: A Handbook for Teachers, Parents, and Administrators. New York: Teachers College Press, 1960.

Bluhm, D. Teaching The Retarded Visually Handicapped. Philadelphia: Saunders, 1968.

Bricker, W. A., and McDonald C. W. "A Behavior Modification Approach to Autism." Cumberland House Papers, 1967, Vol. 1, No. 6.

Cassel, R. H. and Colwell, C. N. "Teaching The Profoundly Retarded Self-Help Activities by Behavior Shaping Techniques" in G. J. Bensberg (Ed.) Teaching The Mentally Retarded. Atlanta: Southern Regional Educational Board, 1965.

Des Lauviers, A. M. and Carlson, C. T. Your Child Is Asleep: Early Infantile Autism. Homewood, Illinois: Dorsey Press, 1969, $7.95.

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*Elgar, Sybill. The Autistic Child. Principal of NSAC (England) school outlines teaching methods and curriculum.

*Elgar, Sybill, and Wing, Lorna. Teaching Autistic Children.

*Holland, James and Skinner, B. F. Analysis of Behavior. New York: McGraw-Hill, 1961, Pp. 337. Programmed text for teaching principles of respondent and operant behavior.

*Kosloff, Martin. Parent's Introduction To Behavior Therapy. St. Louis: Social Exchange Lab, Washington University, (Can be used as a do-it-yourself manual.

Long, E. H. The Challenge of the Cerebral Palsied Blind Child. New York: American Foundation for the Blind, 1952.

*O'Gorman, Gerald. The Nature of Childhood Autism. Washington: Butterworth, Inc., (distributed by Appleton-Century-Crofts), 1967, Pp. 134, $5.85.

Program for Preschool Trainable Retardates and Their Parents. The Bronx, New York: The Institute for Retarded Children of the Shield of David, 1961.

Rimland, B. Infantile Autism. New York: Appleton-Century-Crofts, 1964, $5.75.

Smith, M. F. Teaching the Slow Learning Child. New York: Harper and Brothers, 1954.

Walter, L. O. "Teaching Parents to Modify the Behaviors of Their Autistic Children." Paper read at the annual meeting of the American Psychological Association, New York, September, 1966.

Wing, J. K. (Ed.) Early Childhood Autism. London: Pergamon Press, 1966, $6.00.

*Wing, Lorna. Autistic Children. London: National Association for Mental Health. Describes the syndrome, advises how to handle the child, and offers suggestions for further help. $1.00.

Wolf, M.; Risley, T.; Johnson, M.; Harris, E., and Allen, E. "Application of Operant Conditioning Procedures to the Behavior Problems of an Autistic Child: A Follow-up and Extension." Behavior Research and Therapy, 1967, Vol. 5, Pp. 103-111.

*These items can be ordered from the National Society for Autistic Children, 101 Richmond Street, Huntington, West Virginia 25705.

JOURNALS

American Journal of Mental Deficiency. 49 Sheridan Avenue, Albany, New York 12210. Frequency: 6. Annual Subscription $18.00.

Behavior Therapy. Academic Press, Inc., 111 Fifth Avenue, New York, New York 10003. Frequency: 4. Annual Subscription $9.00.

Education and Training of the Mentally Retarded. Council for Exceptional Children, 1411 Jefferson Davis Highway, Arlington, Virginia 22202. Frequency: 4. Annual Subscription $5.00 (members) $2.00 (full-time students).

Education of the Visually Handicapped* Marjorie S. Hooper, Managing Editor, 1839 Frankfort Avenue, Louisville, Kentucky 40206. Frequency: 4. Annual Subscription: $6.00. *Includes information on blind-deaf.

Exceptional Child Education Abstracts. Council on Exceptional Children, Jefferson Plaza, Suite 900, 1411 S. Jefferson Davis Highway, Arlington, Virginia 22202. Frequency: 4. Annual Subscription $50.00.

Exceptional Children. Council on Exceptional Children, 1411 S. Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202. Frequency: 9 Annual Subscription: $10.00.

Journal of Autism and Childhood Schizophrenia. Scripta Publishing Corporation, 1511 K Street, N. W. Washington, D. C. 20005.

Journal of Special Education. Subscription Department, 3360 Byberry Road, Philadelphia, Pennsylvania 19154. Frequency: 4. Annual Subscription $12.00.

Journal of Speech and Hearing Disorders. Includes information on Autism and Deaf-Blind.

Mental Retardation. American Association on Mental Deficiency, Publication Sales Office, 49 Sheridan Avenue, Albany, New York 12210. Frequency: 6. Annual Subscription $7.00.

Mental Retardation Abstracts. Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. Frequency: 4. Annual Subscription $4.50.

Teaching Exceptional Children. Council on Exceptional Children, 1411 S. Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202. Frequency: 4. Annual Subscription $5.00.

BIBLIOGRAPHIES

Each abstract included provides pertinent bibliographic information about the document as well as a summary of its contents. To obtain any of the bibliographies write to: CEC Information Center, The Council for Exceptional Children, (ERIC) 1411 S. Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202 (include acquisition number in front of title). A price list for orders appears on next page.*

608 Behavior Modification - 81 Abstracts - Index

614 Multiply Handicapped - 52 Abstracts - Index

617 Emotionally Disturbed - Programs (includes Autism) - 83 Abstracts - Index

618 Emotionally Disturbed - Research (includes Autism) - 91 Abstracts - Index

628 Physically Handicapped/Special Health Problems/Cerebral Palsy - 100 Abstracts - Index

640 Trainable Mentally Handicapped - Programs - (includes Mongolism) - 58 Abstracts - Index

641 Trainable Mentally Handicapped - Research - (includes Mongolism) - 78 Abstracts - Index

Gotts, Ernest A., Vol. II, No. 1, A Bibliography Related to Early Childhood Education, Child Development, and Preschool Handicapped Children.

Lawrence, Leslie, Vol. III, No. 1, Films Relevant to Child Development, Early Childhood Education and Preschool Education of Handicapped Children: An Annotated Listing.

PRICE LIST

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2. The difference between Book Rate or Library Rate and first class or foreign postage (outside the continental United States) rate will be billed at cost.

A Bibliography Related to Early Childhood Education, Child Development, and Preschool Handicapped Children, compiled by Ernest A. Gotts, Ph. D. Vol. II, No. I. Includes bibliographic information on Emotionally Disturbed (including autism); Trainable Mental Retardation, Multiply Handicapped and Blind-Deaf. No Abstracts included. Available by writing the University of Texas Special Education Instructional Materials Center, Department of Special Education, The University of Texas at Austin.

Deaf-Blind Children - A List of References by Edwin K. Hammer, Ph.D. January, 1970. Extensive list of articles, books, journals, including complete bibliographic information - does not include abstracts. Can be obtained by writing: The University of Texas Special Education Instructional Materials Center, Department of Special Education, The University of Texas at Austin.

Wolinsky, C. F. The Preschool Multiple Handicapped: A Selected Bibliography. Albany, New York: State Education Department, Division for Handicapped Children, 1969.

These three bibliographies can be ordered from the National Society for Autistic Children, 101 Richmond Street, Huntington, West Virginia 25705.

Bibliography, "Autistic Children." Books, papers, and articles. Free.

Neimark, Dana E., NSAC article bibliography,(or 12908 Ruxton Road, Silver Springs, Maryland 20904.)

Sullivan, P. William. A Selective Bibliography of Books, Booklets, Films, and Tapes, prepared for the National Society for Autistic Children.

SUPPLEMENTARY INFORMATION

--IDEA BOOKS FOR TEACHERS--

Allen, K. Eileen. "Behavior Modification: What Teachers of Young Exceptional Children Can Do," Teaching Exceptional Children, Spring, 1972.

An Educational Program for Multi-Handicapped Children. East San Gabriel Valley School for Multi-Handicapped Children, Office of Los Angeles County Superintendent of Schools, Communications Center, Duplicating Unit, Los Angeles, California, April, 1972.

Behavior Modification-Management, November 10, 1971, Lincoln Way Special Education Service Center, 4001 Addison Avenue, N. E., Louisville, Ohio 44641. Procedures, definitions, charts, programs.

Blumberg, Dr. Allen (Director). "The Training of Parents of Profoundly and Severely Mentally Retarded Children in Handling Behavior at Home." West Virginia University, Kanawha Valley Graduate Center, Nitro, West Virginia. Techniques of operant conditioning taught to parents so they can teach children daily living skills.

Carlson, B. W., Ginglend, D. R. Play Activities for the Retarded Child. Nashville: Abington Press, 1961.

Curriculum Development and Instructional Media in the Area of Mentally Retarded Deaf, Vol. I: Indiana School for the Deaf, Indianapolis, Indiana, 1968.

Curriculum Guide for Teachers of Trainable Mentally Retarded Children. Missouri State Department of Education, Jefferson City, Missouri, 1970.

Dorward, B. Teaching Aids and Toys for Handicapped Children. Washington, D. C.: Council for Exceptional Children, 1960.

Environmental Programming for the Deaf-Blind, Midwest Regional Center for Services to Deaf-Blind Children, Bureau of Education for the Handicapped, U. S. Office of Education, 1972.

Handbook of Developmental Checklists and Suggested Activities, State Department of Education, Jackson, Mississippi.

Initial COMPET Commonwealth Plan for Education and Training of Mentally Retarded Children. Pennsylvania Departments of Education and Public Welfare, Harrisburg, Pennsylvania, November, 1972.

McGrevvy, P.; Gregory, R.; and Smith, R. Management of Individual Behavior in the Classroom: A Guide for Teachers of the Handicapped, October, 1972. Special Education Curriculum Development Center, Iowa State Department of Public Instruction, Grimes State Office Building, Des Moines, Iowa 50319. Little book packed with step by step applications to behavior modification including ideas, implementation, and even sample contracts. (Free or minimal charge.)

Patterson, Gerald R., and Guillion, M. E. Living With Children: New Methods for Parents and Teachers. Champaign, Illinois: Research Press, (P. O. Box 2459, Station A), 1968. Simple programmed text in reinforcement techniques. $2.50.

Smith, Terry Lee. The Use of Media With Multi-Handicapped Children. East San Gabriel Valley School for Multi-Handicapped Children, 5607 Barrana Avenue, Azuza, California 91702.

Special Education: A Curriculum Guide for Teachers of Preschool Trainable Retarded, Michigan Department of Education, Special Education Division, Lansing, Michigan. July, 1971.

Valett, R. E. Modifying Children's Behavior: A Guide for Parents and Professionals. Palo Alto, California: Fearon Press (2165 Park Blvd.), A workbook containing many examples.

Wabash Center Training Manual, Vol I & II, Wabash Center for the Mentally Retarded, Inc., Lafayette, Indiana, September, 1969.

Workshop for Severely Developmentally Disabled. State Department of Education, Special Education Section, Mississippi Learning Resources System, January, 1972.

SUPPLEMENTARY INFORMATION

--MEDIATED IN-SERVICE TRAINING MATERIALS--

AUTISM

AUTISM'S LONELY CHILDREN

16mm, b/w, 20 min., $75. (Rental: $3.90)

Explains the work of Dr. Frank Hewett, University of California at Los Angeles, as he attempts to teach autistic children to talk and identify objects. Discusses the possible effectiveness of the approach. Introduces a 4½-year-old patient and shows his behavior as he meets his parents for the first time in eight months.

Instructional Media Center, Division of Extension, The University of Texas at Austin, Austin, Texas 78712.

AUTISTIC SYNDROME SERIES

16mm, b/w, $200 each (Rental: $15 each)

A four-part series, only the first two parts deal with early childhood.

Part I. (43 min.) Identical twin girls, one autistic, the other normal, are introduced at age three. Emphasis is placed on showing early treatment of the autistic child.

Part II. (42 min.) The autistic child is shown exploring and investigating new experiences. The film highlights certain physical and emotional behavior.

New York University, Film Library, 26 Washington Place, New York, N.Y. 10003.

BEHAVIOR THERAPY WITH AN AUTISTIC CHILD

16mm, b/w, 42 min., $71.75

Demonstrates the systematic application of reinforcement in the form of candy, for responsive behaviors by a 5-year-old autistic child. An introduction and final summary statement bring the demonstration within the framework of current work in behavior therapy.

National Audiovisual Center, General Services Administration, Washington, D.C. 20409.

INFANTILE AUTISM: THE INVISIBLE WALL

b/w, 27 min.

As Dr. Bernard Rimland outlines the symptomology and presents his theory of infantile autism, the film cuts to individual interviews with four mothers of autistic children who describe on a personal level the nature of the disorder. Scenes of the autistic children themselves in a wide variety of situations at home illustrate the comments made by Dr. Rimland and the mothers.

University of Tennessee, Child Development Center, 22 North Pauline, Memphis, Tennessee 38105.

A TIME FOR GEORGIA

b/w, 15 min.

This film graphically describes a four-year-old child and the pathology of infantile autism. It illustrates the value of early educational intervention. It has received an EFLA Award in the category of child development.

Associates Film Consultants, 501 Madison Ave., New York, N.Y. 10017.

BEHAVIOR MODIFICATION

GENESIS

16mm, 25 min., color, $200 (Rental: $20)

A training film, this is the first in The Step Behind Series. The film illustrates behavior modification techniques, based on well-established principles of learning, for training basic self-help skills, dressing, eating, etc. Filmed at the Great Oaks Regional Retardation Center, Silver Spring, Maryland.

Hallmark Films, 1511 East North Avenue, Baltimore, Maryland 21213.

THE POPPE PROJECT: BEHAVIOR SHAPING WITH THE SEVERELY RETARDED

16mm, b/w, 23 min.

Documents a project studying a group of severely retarded children using operant conditioning techniques to shape their behavior in areas of eating, dressing, structured and unstructured play, group interaction and socialization at a beginning level.

University of California at Berkeley, Extension Media Center, Film Distribution, 2223 Fulton Street, Berkeley, California 94720.

MENTAL RETARDATION

CHIP: A FIVE-YEAR-OLD MONGOLOID BOY

b/w, 23 min.

A five-year-old boy is filmed in the home under different situations--playing with a neighbor, with his parents, and during a developmental examination by the pediatrician.

University of Oklahoma, Medical School, 800 Northeast 13th Street, Oklahoma City, Oklahoma 73104.

COLOR HER SUNSHINE

16mm, b/w, 21 min., $140 (Rental: $6)

This is the story of Mary, a mongoloid. Like other mongoloids, Mary thrives on individual love and attention. Mary is now working in a sheltered workshop and having a relatively long attention span; she can do simple tasks consistently well. Mary is seen helping at home, working at her job, and participating in recreational activities.

Indiana University, Audio-Visual Center, Bloomington, Indiana 47401.

COMMUNITY DAY PROGRAMS FOR RETARDED

color, 43 min., $179.

Was developed for training staff and volunteers working with the retarded in Community Day Centers and state operated facilities. Progresses over four major levels of programming: preschool-age, school-age, young adult, adult.

Learning Media Institute, 2310 East Mound Road, Decatur, Illinois 62526.

DANNY AND NICKY

color, 56 min., $550 (Rental: $30)

A comparison of the care and training of two mentally retarded boys (mongoloids), the one living at home with brothers and sisters and attending a special neighborhood school, and the other in a large institution for the retarded. As well as showing many aspects of training and staff methods, the film clarifies common misconceptions and will be of interest to parents, educators, community organizations and personnel engaged in working with the retarded.

National Film Board of Canada, 680 Fifth Avenue, New York, N.Y. 10019.

ETERNAL CHILDREN

16mm, b/w, 30 min., $165 (Rental: $14)

Presents an intimate study of the special problems of retarded children who through heredity, brain injury or various other causes are not equipped to keep pace with others. The film gives a frank and timely appraisal of the problem and shows care and training methods being evolved in special schools and institutions. Attention is focused on the urgent need to improve communication facilities.

National Film Board of Canada, 680 Fifth Avenue, New York, N.Y. 10019.

EXCEPTIONAL CHILDREN (CONFIDENTIAL FILE)

b/w, 26 min.

Dramatic presentation of parents' views and adjustments to retarded child. Included are interviews with doctors and with parents of a 3½-year-old mentally retarded child. Shows school community provisions of the trainable child.

University of Minnesota, Film Library, 2037 University Avenue, S.W., Minneapolis, Minnesota 55455.

A FIVE YEAR OLD MONGOLOID BOY

b/w, 23 min.

Shows, with little comment, the daily activities of a five-year-old mongoloid boy as he goes about normal activity. Shown as motion picture "snapshots." Shows testing methods.

University of Oklahoma, Medical Center, Behavior Sciences Audiovisual Laboratory, Department of Psychiatry, 800 Northeast 13th Street, Oklahoma City, Oklahoma 73104.

LONG CHILDHOOD OF TIMMY (in two parts)

16mm, b/w, 53 min., $275 (Rental: $25)

Timmy is a mongoloid child whose mental capacities will never develop beyond those of a 10-year-old child. The film presents a warm portrayal of this mentally retarded child who must make the transition from an understanding and devoted family setting to a superior school for the mentally retarded. In telling Timmy's story, the film gives much factual information about these special children and induces positive attitudes toward a greater compassion for these people with their very special needs.

McGraw-Hill Textfilms, 330 West 42nd Street, New York, N.Y. 10018.

MENTALLY HANDICAPPED CHILDREN GROWING UP

b/w, 30 min. (Rental: $3.50)

Research projects in a British institution which studied severely retarded children in a small cottage-type residence and compared their development with children remaining in traditional institutions.

Kinsmen NIMR Building, York University, 4700 Keele Street, Downsview, Toronto, Canada.

PATTERNS

color, 17 min., $160 (Rental: $4)

The use of physical facilities demonstrates how motor development is promoted and how physical fitness is improved. Commentary features the need for physical education for the mentally retarded, trainable or below.

Educational Service Center, Region XIII, 6504 Tracor Lane, Austin, Texas 78721.

REPORT ON DOWN'S SYNDROME

16mm, color, 21 min., $250 (Rental: $15)

The film outlines general characteristics and treatment methods and the latest findings in the area of genetics, using both direct photography and animation. Sequences of two mongoloid children over a six-year period supply information on the advantages and rewards of family life and application of the routine-relaxation-repetition formula. The film provides information on the entire subject from first diagnosis through guidance and help offered by the professional disciplines in the field of child mental retardation. Clinical film report and observations are by Richard Koch, M.D., University of Southern California School of Medicine and the Los Angeles Children's Hospital.

International Film Bureau, 332 South Michigan Avenue, Chicago, Illinois 60604.

TEACHING MONGOLOID CHILDREN TO COMMUNICATE

16mm, b/w, 26 min.

Illustrates daily teaching procedures applied in the instruction of preschool mongoloid children at the Harris County Center for the Retarded.

Harris County Center for the Retarded.

MULTIPLY HANDICAPPED

EDUCATION OF EXCEPTIONAL CHILDREN

color, 25 min.

All phases of a well-rounded program for the education of exceptional and handicapped children, in operation to aid the hard-of-hearing, speech-handicapped, mentally retarded and those with impaired sight are shown.

International Society for the Rehabilitation of the Disabled, 219 East 44th St., New York, N.Y. 10017.

THE EXCEPTIONAL CHILD

16mm, color, 26 min., $330 (Rental: $15)

Shows how the perceptually handicapped and brain damaged children can be helped through new and encouraging methods of treatment and therapy.

NBC Educational Enterprizes, 30 Rockefeller Plaza, New York, N.Y. 10020.

EXCEPTIONAL CHILD SERIES

16mm, b/w, 29 min. each, $125 (Rental: $6.75 each)

Cerebral Palsied Child - Defines cerebral palsy and explains how physical disability, psychological problems, mental sub-normality and the great number of clinical types add to the complexity of this affliction. Dramatizes the problems faced by parents whose children are afflicted. Shows characteristics of cerebral palsy.

Mentally Retarded: Trainable - Illustrates the relationships of the severely retarded children to their family and neighbors. Describes the use of private and public day schools and their objectives. Uses classroom scenes to show the mentally retarded and the training methods used for them. Stresses the need for supervision.

Indiana University, Audio-Visual Center, Bloomington, Indiana 47401.

GROWTH AND DEVELOPMENT OF A MULTIPLY-HANDICAPPED INFANT

16mm, b/w, 10 min. $80 (Rental: $7.50)

This film is a unique longitudinal record of the growth and development of a profoundly retarded blind infant's first three and one-half years of life, designed to stimulate thought and discussion in areas where precise guidelines for clinical judgments do not exist. Clinical examinations during the first year of life are juxtaposed with a typical day at home at 22 months of age. His family's decision to institutionalize the child is recorded, as is a visit from his mother when he is 42 months old and a resident of the State School for the Retarded.

New York University, Film Library, 26 Washington Place, New York, N.Y. 10003.

THE HEADBANGERS

16mm, b/w, 30 min., $52.

Describes a treatment program for retarded, severely self-destructive children. Pictures several institutionalized children who manifest such behavior through the symptom of headbanging, one of whom blinded herself and was subsequently placed in a special study unit. Emphasizes the persistent cooperative effort of the staff and therapist as the primary mode of treatment.

Du Art Film Labs, Inc., 245 West 55th Street, New York, N.Y. 10019.

ONE SMALL CANDLE

16mm, color, 22 min.

Describes procedures in a clinic and private school for the severely retarded and multiply handicapped. Discusses occupational therapy, psychological testing, recreation and job training for the retarded child. Stresses correct parental guidance of the child.

Pennsylvania State Department of Public Welfare, Division of Community Planning, Harrisburg, Pennsylvania 17120

SOMEBODY WAITING

16mm, color, 25 min.

Describes the condition of severely multiply handicapped retarded children. Demonstrates therapeutic handling of those children--effect on the children and staff.

University of California, Film Library, San Francisco, California 94122

TESTING MULTIPLY HANDICAPPED CHILDREN

16mm, b/w, 30 min.

Educational evaluation of three severely handicapped children. One child has athetoid cerebral palsy, another is blind and deaf, and the third child is hyperactive and distractible.

United Cerebral Palsy Association, Inc., 321 West 44th Street, New York, N.Y. 10036.

TESTING THE MULTIPLY HANDICAPPED CHILD, MILLICENT

b/w, 30 min.

For lay and professional audiences. "Millicent" is age four and one-half, hyperactive, distractible, mentally retarded. Educational evaluation.

Professional Services Program Department, United Cerebral Palsy Association, Inc., 66 East 34th Street, New York, N.Y. 10016.

THURSDAY'S CHILD

b/w, 22 min.

Children ranging in age from two to six years who have cerebral palsy in its various forms, hemiplegia, speech and hearing defects, or mental retardation are shown not as case histories, but with all the other needs people have as well.

Health Film Association, 1838 100th Avenue, N.E., Bellevue, Washington 98004.

THE TWICE AFFLICTED

color, 20 min.

Deals with the problems and progress in the education of the multiply handicapped.

National Audio-Visual Center, Suiteland, Maryland.

SUPPLEMENTARY INFORMATION

--INSTRUCTIONAL MATERIALS--

Developing Learning Readiness. A visual motor-tactile skills program includes good chalkboard and desk templates. McGraw-Hill Book Co., Webster Division.

Developing Understanding of Self and Others (DUSO). The DUSO activities focus upon helping children understand themselves and others and toward this end, make extensive use of a listening, inquiry and discussion approach to learning. The total program is organized around eight major unit themes:

I. Understanding and Accepting Self
II. Understanding Feelings
III. Understanding Others
IV. Understanding Independence
V. Understanding Goals and Purposeful Behavior
VI. Understanding Mastery, Competence and Resourcefulness
VII. Understanding Emotional Maturity
VIII. Understanding Choices and Consequences

The activities of the program have been designed to achieve three basic goals:

a. Learning more words for feelings
b. Learning that feelings, goals and behavior are dynamically related
c. Learning to talk more freely about feelings, goals and behavior.

American Guidance Service, Publisher's Building, Circle Pines, Minnesota 55014. Available through SEIMC, Erickson Hall, Michigan State University, East Lansing, Michigan 48824.

The Growing Years: A Bibliography of Affective Materials for the Preschool Child. Bolen, Julie. June, 1972, IMC, Special Education, 1031 South Broadway, Suite 623, University of Southern California/A USOE Project, Los Angeles, California 90015. Excellent list of materials for developing affective behavior in young children, preschool and beyond. Lots of great ideas!

Health and Safety for the S[illegible]al Child, Kit No. 60. Education Projections Corporation, P O. Box [illegible]7, Jac[illegible]son, Mississippi 39205. Includes filmstrips, tape, pre [illegible]d post tests, transparencies, record albums and teacher's manual.

Interpretive Educat[illegible], 400 [illegible] Street, Kalamazoo, Michigan 49001. Produces multi-media ki[illegible]r teaching self care skills. Each kit includes three cassett[illegible]ve filmstrips, and a teacher's manual.
Self Care Series - Male
Self Care Series - Fem[illegible] $84.00
Clothing Care Series [illegible]..00

Lawson Training Kit, by Gary D Lawson, Sup., Special Education Classes, Elk Grove Unified School District, Elk Grove, California. Kits designed for student use in areas of money, signature, survival words, and foods. Includes illustrated cards, worksheets, pictures, coloring items, foods and money envelopes, teacher's guide.

Readiness for Learning Assessment. Produced by Megacity Instructional Resource Materials Center, ESEA, 442A-AO-71, Montgomery County Board of Education, 15 N. Main Street, Dayton, Ohio 45402. An informal readiness survey to aid teachers in focusing on a child's strengths and in determining appropriate activities and materials to strengthen weak areas.

"Self Care" Part IV: Guide to Early Developmental Training. Prepared by Wabash Center, Lafayette, Indiana. This section includes units on toilet training, eating, and dressing. Check lists, suggested activities, ideas for parent conferences, etc., are included.

Shoelace Aide. American Printing House for the Blind, 1839 Frankfort Avenue, P. O. Box 6085, Louisville, Kentucky 40206. $9.25.

Teacher Produced Materials, Shonk, Eunice. Lincoln Way Special Education Service Center, IRMC, 4001 Addison Avenue, N. E., Louisville, Ohio 44641. Entire booklet composed of ideas for easy to make materials designed to aid instruction of a low functioning learner.

Time Wise. Hed, Inc., 1971. Fort Collins, Colorado 80525. Includes four cassettes and two large plastic clocks. Teaches with story format. Well done.

RECORDS

The following records are applicable for use with low function children.

Animals - Bowmar

Basic Songs for Exceptional Children, Vol. 1 - Concept Records

Basic Training in Auditory Perception, Vol. 3 - Concept Records

Brave Hunter - Ginn & Co.

Chicken Fat - Educational Activities

Child's World of Sound - Bowmar

Color Concepts - Bowmar

Favorite Folk Tales - Bowmar

The Five Senses - Bowmar

Get Fit While You Sit - Children's Music Center

Learning to Listen - Children's Music Center

Listening and Moving Series - Educational Activities

Listening Skills for Pre-Readers - Classroom Materials

Listening Skills Program - SRA

Listening Time Stories -

Modern Classics - Bowmar

Say Along Stories - Bowmar

Sights and Sounds - Series 2 - Bowmar

Songs for Children with Special Needs - Bowmar

Stories for Listening - McGraw-Hill

WORKSHOP TRAINING KIT

PLANNING WITH TEACHERS

PRIMARY AUTHOR

S. JOSEPH LEVINE

USOE/MSU REGIONAL
INSTRUCTIONAL MATERIALS CENTER
FOR HANDICAPPED CHILDREN AND YOUTH

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PLANNING WITH TEACHERS

--Leader's Guide--

OVERVIEW

This activity utilizes a series of three simulated planning meetings to demonstrate the relative value of three different strategies that can be used for such meetings--a problem census approach, a structured interaction approach, an available resources approach. The participants are organized in groups of four or five. Each member of the group is provided with Confidential Instructions defining the role he is to play. One person receives the role of In-Service Coordinator. The Coordinator is responsible for running the meeting according to the instructions he has received regarding a specific approach. At the conclusion of each role play, new roles are distributed to the members of the group. After the three role plays have been completed, all of the participants come together for a large group discussion of the three different approaches.

OBJECTIVES

Through the activity the participant will

--become aware of the feelings associated with participating on a planning committee.

--experience three different approaches that can be used for a planning meeting.

--be exposed to the use of role playing as a vehicle for training.

At the conclusion of the activity the participant will

--be able to list at least four strengths of three different approaches that can be used for a planning meeting.

PREREQUISITES

There are no special prerequisites for either the leader or participants to successfully participate in this activity.

TIME NEEDED

Each of the role plays takes 15 minutes (total of 45 minutes). The introduction will require about 10 minutes and the final discussion will require about 20 minutes. The entire activity will require 90 minutes of time.

MATERIALS NEEDED

1. TO BE DUPLICATED:

All pages to be duplicated are marked "Duplicator Page #__" in the upper right hand corner. Use the pages in this kit so marked as masters. The pages marked "Transparency Page #__" should be used as masters to process overhead transparencies.

FOR EACH GROUP:

Role #1	--Coordinator Instructions	Duplicator Page 1
	--Learning Disabilities Teacher	Duplicator Page 2
	--Reading Teacher	Duplicator Page 2
	--Elementary Principal	Duplicator Page 3
	--Guidance Counselor	Duplicator Page 3
Role #2	--Coordinator Instructions	Duplicator Page 4
	--EMR Consultant	Duplicator Page 5
	--Teacher of the Deaf	Duplicator Page 5
	--Classroom Teacher	Duplicator Page 6
	--Physical Education Teacher	Duplicator Page 6
Role #3	--Coordinator Instructions	Duplicator Page 7
	--Learning Disabilities Teacher	Duplicator Page 8
	--Teacher of the Blind	Duplicator Page 8
	--Work-Study Coordinator	Duplicator Page 9
	--Reading Consultant	Duplicator Page 9

NOTE: Each role should be enclosed in an envelope with the name of the role clearly indicated on the envelope. The envelopes can be used by the participants as name tags.

FOR EACH PERSON:

--Content Evaluation Form	Duplicator Page 10
--Workshop Evaluation Form	Duplicator Page 11

2. OTHER MATERIALS:

--overhead transparency	Transparency Page 1
--overhead projector	
--large pieces of chart paper (one per group)	
--marking pens (one per group)	

PHYSICAL ARRANGEMENTS NEEDED

Tables and chairs sufficient to organize participants in separate groups of four or five. There should be ample room between groups to minimize any interference. Each group will need to be near a wall to which a piece of chart paper can be affixed.

PROCEDURE

1. Organize and seat participants in groups of 4-5. (If you plan to administer a pre-test, this would be an appropriate time.)

2. Describe to the participants the nature of the activity. (Show Transparency #1.) Emphasize the following points:

   --three different role plays

   --in each role play one person will serve as an In-Service Workshop Coordinator

   --the Coordinator is responsible for conducting a group discussion according to the specifications that are provided to him

   --all group members should abide by their rules

3. Hand out the role descriptions for the first role play to each table (Duplicator Pages 1-3). Each description should be enclosed in an envelope. Each participant should select an envelope and carefully read the role description. These are CONFIDENTIAL instructions and should not be shared with other members of the group.

4. The group member who is playing the In-Service Workshop Coordinator should begin the group discussion when he is ready.

5. Allow a total of 15 minutes for the role play. At the end of 10 minutes, announce to the groups, "You have 5 minutes remaining. The Coordinator must have his recommendation of a workshop topic finalized by the end of the 5 minutes."

6. Continue through Role Play #2 (Duplicator Pages 4-6) and Role Play #3 (Duplicator Pages 7-9) in the same manner. The Coordinator role should go to a different group member for each role play. NOTE: Each group will need a piece of chart paper and marking pen for Role Play #3. The charts should be taped to the wall at places convenient to each group.

7. Allow 20-30 minutes for a total group discussion at the end of the three role plays.

8. Post test (see the last pages of this guide for content evaluation and workshop evaluation forms).

DISCUSSION GUIDE

During the discussion you will be probing the values or strengths of the three different approaches. Do NOT attempt to show how one single approach is the best. All of the approaches have value.

Problem Census Approach

--allows members to identify their own interests
--allows members to identify their own problems
--provides a decision based on members' concerns

Available Resources Approach

--builds on available options
--allows participants to know constraints

Structured Interaction Approach

--visual structure for the activity
--forced commitment of members to topics
(by having them list choices)
--concensus decision making

Deal with each approach separately. Have group members describe the strengths and/or weaknesses of one approach at a time. You may wish to use a blackboard or overhead projector to list the strengths and weaknesses as they are discussed. The group should realize by the end of the discussion that the approaches are seldom used in a "pure" form, but usually a combined form (a mixture of approaches) is most effective. Also, the approach used is somewhat dependent on the personality of the person conducting the meeting.

EVALUATION

Two forms are provided which can be used to help you gather data on content learning and the workshop activity itself. On the content evaluation form we have included in italics those answers most frequently occurring during our field testing of the kit. Perhaps they will assist you to evaluate your workshop responses.

1. *YOU WILL BE INVOLVED IN THREE SEPARATE ROLE PLAYS.*

2. *A DIFFERENT PLANNING STRATEGY WILL BE USED BY THE WORKSHOP COORDINATOR IN EACH ROLE PLAY.*

- PROBLEM CENSUS APPROACH
- AVAILABLE RESOURCES APPROACH
- STRUCTURED INTERACTION APPROACH

3. *BEFORE STARTING EACH ROLE PLAY:*

- SELECT AN ENVELOPE
- **READ INSTRUCTIONS CAREFULLY**
- RETURN INSTRUCTIONS TO ENVELOPE

ROLE PLAY #1

You are the IN-SERVICE WORKSHOP COORDINATOR for this role playing activity. You and your planning committee are charged with the selection of a topic area for a three-hour in-service training session for the upcoming District Education Day. You are to use a PROBLEM CENSUS APPROACH *for this planning session.*

PARTICIPANTS DESCRIBE INTERESTS

The Problem Census Approach is an entirely verbal activity. There is to be *no* written work by the participants at this planning session. You should begin by having each individual participant describe his/her interests (problems) that he/she has for the upcoming District Education Day in-service teacher training session.

SELECT OPTION BASED ON INTERESTS

After you have heard each member express his/her interest (problem census) you should make a recommendation to the group based on the choices listed below. Your recommendation must come from this list. Have the group react to your recommendation.

DISCUSSION

You will have 10-15 minutes for this activity. Take your time. Probe the participants as they describe their concerns. Attempt to really understand their concerns. Try to get the participants in the group to interact with you and with each other.

LIST OF POSSIBLE TOPIC AREAS FOR THE IN-SERVICE TEACHER TRAINING SESSION

Communicating With Parents
Using Psychological Test Results in Teaching
Student Assessment Through Individual Diagnosis
Creating Positive Student Self-Awareness
Helping the Regular Class Teacher Deal With The Exceptional Child
How To Effectively Use Teacher Aides
Classroom Management Techniques

CONFIDENTIAL INSTRUCTIONS

ROLE DESCRIPTION: *Learning Disabilities Teacher*

You are a member of a planning committee that has been given the responsibility of planning a three-hour in-service training session for the upcoming District Education Day. The meeting you are about to participate in is concerned with the selection of the topic area.

You are an elementary school teacher of learning disabled children. Much of your time is spent in consulting with other teachers in your building to help them deal with their own learners. You also work, on a "crisis" basis, with individual learners that need specific help.

You are very concerned about the way children in your school system are being placed in special rooms. You feel that in many cases the child could best benefit from remaining in the regular room with supportive help. Two large "road blocks" seem to be preventing this "regular class" placement from occurring. First, there is no formalized procedure within the school system for testing and referring children. Secondly, the regular class teachers are not familiar with the great variety of instructional materials that are available.

Planning With Teachers
Role Play #1

Duplicator Page #2

CONFIDENTIAL INSTRUCTIONS

ROLE DESCRIPTION: *Reading Teacher*

You are a member of a planning committee that has been given the responsibility of planning a three-hour in-service training session for the upcoming District Education Day. The meeting you are about to participate in is concerned with the selection of the topic area.

You are an elementary school reading teacher. Two of your classes are with EMR children and the rest are with regular class children.

Due to your contact with the EMR children, you have done some investigating of what goes on in the special education classrooms. You have been impressed with the following concerns:

- there should be more involvement of parents in the total educational plan for the child.
- some children don't belong in special education rooms!
- teachers are not aware of the many things that can be done with a child to help him on the road to maturity.

CONFIDENTIAL INSTRUCTIONS

ROLE DESCRIPTION: *Elementary Principal*

You are a member of a planning committee that has been given the responsibility of planning a three-hour in-service training session for the upcoming District Education Day. The meeting you are about to participate in is concerned with the selection of the topic area.

You are a principal of an elementary school that has both regular classes and three special education classes. (Two for educable retarded and one for deaf).

You have recently become aware of some programs in another part of the state that utilize parents as part of the instructional scheme. They are utilized in both regular and special education rooms. One of the primary benefits seems to be that it frees the teacher to be more attentive to those learners with unique problems.

You have also been reading about the value of utilizing a testing program to better focus on the individual needs of students. It would really be great if such a program could be instituted so that it really helped the classroom teacher. (Not just treated as "another test!")

Planning With Teachers
Role Play #1

Duplicator Page #3

CONFIDENTIAL INSTRUCTIONS

ROLE DESCRIPTION: *Guidance Counselor*

You are a member of a planning committee that has been given the responsibility of planning a three-hour in-service training session for the upcoming District Education Day. The meeting you are about to participate in is concerned with the selection of the topic area.

You are an elementary school guidance counselor. Much of your time is spent working on an individual basis with children that are having problems.

It would make your job a lot easier if the classroom teacher could make reliable referrals. As it is now, you see children on a rather haphazard basis. (Talk to them in the hall, during lunch, etc.)

You've noticed that these teachers do not keep up with new ideas. Since the role of a guidance counselor at the elementary level is quite new, it would help immensely if there could be a workshop where the teachers become aware of this role. Other worthwhile topics include differentiated staffing and behavior modification.

Due to your training and background you are a non-directive person. You would prefer if others initiated concerns so that you can reinforce and support where necessary.

ROLE PLAY #2

You are the IN-SERVICE WORKSHOP COORDINATOR for this role playing activity. You and your planning committee are charged with the selection of a topic area for a three-hour in-service training session for the upcoming District Education Day. You are to use an AVAILABLE RESOURCES APPROACH *for this planning session.*

DESCRIBE OPTIONS

The Available Resources Approach is an entirely verbal activity. There is to be *no* written work by the participants at this planning session. Begin the session by reading the list (at the bottom of this page) to the participants. You should inform the group that this is the list of possible workshop topic areas that the District Education Day Executive Committee has recommended. As you read each title, briefly explain what could be covered during that particular session and what it could do for the attending teachers.

INVITE DISCUSSION

After you have described the list of possible workshops, invite the participants to discuss the options in terms of their preferences and interests.

MAKE DECISION

Finally, make your decision regarding which workshop will be provided.

You will have 10-15 minutes for this activity. Take your time. As the participants describe their preferences, probe them with questions so that you truly understand their choices. Attempt to get the participants to interact with each other.

LIST OF POSSIBLE TOPIC AREAS FOR THE IN-SERVICE TEACHER TRAINING SESSION

- Communicating With Parents
- Using Psychological Test Results in Teaching
- Student Assessment Through Individual Diagnosis
- Creating Positive Student Self-Awareness
- Helping the Regular Class Teacher Deal With The Exceptional Child
- How To Effectively Use Teacher Aides
- Classroom Management Techniques

CONFIDENTIAL INSTRUCTIONS

ROLE DESCRIPTION: *EMR Consultant*

You are a member of a planning committee that has been given the responsibility of planning a three-hour in-service training session for the upcoming District Education Day. The meeting you are about to participate in is concerned with the selection of the topic area.

You are an EMR Consultant for the city schools. Most of your time is spent working with teachers to improve instruction.

At the recent state convention you attended a presentation describing a parent involvement program in special education. The unique aspect of the program was the way in which it freed classroom teachers to work with children who need extra help. Such a program should be considered for the city schools.

Also, a formal program should be developed to better utilize the variety of information that is currently on record for each child. The type of information (tests, interviews, etc.) should be analyzed and decisions made regarding what information should be entered in a student's record and how this information can best be used to help the student.

Planning With Teachers
Role Play #2

Duplicator Page #5

CONFIDENTIAL INSTRUCTIONS

ROLE DESCRIPTION: *Teacher of the Deaf*

You are a member of a planning committee that has been given the responsibility of planning a three-hour in-service training session for the upcoming District Education Day. The meeting you are about to participate in is concerned with the selection of the topic area.

You have recently accepted this job as a teacher of the deaf in a public school program. For three years you were on the staff at a state residential school for the deaf. Your school has classes for both deaf and hearing children.

You have been very dismayed at the lack of appropriate systems for evaluating and referring children. This process seems to be very haphazard. Some of the children in your class could benefit more from regular class placement. Also, better use should be made of the dozens of instructional materials that are now available for all different learning areas.

A percentage of your time is spent consulting with the other teachers in the building. Though you started out by consulting about "developing language" and "total communication" you are now beginning to work with children from other classes to demonstrate new ideas and techniques to the teachers.

CONFIDENTIAL INSTRUCTIONS

ROLE DESCRIPTION: *Classroom Teacher*

You are a member of a planning committee that has been given the responsibility of planning a three-hour in-service training session for the upcoming District Education Day. The meeting you are about to participate in is concerned with the selection of the topic area.

You are a regular class teacher at a school that has three rooms for EMR children and five regular class rooms.

You feel that some of your practices are more in line with what a special education teacher should be doing than is actually being done. For instance, this is the second year of your "Home and School" program whereby you involve parents in the total education program. This program, if properly implemented, could see many children transferred out of special education.

Though you haven't had training in special education, you feel that you are very aware of the multitude of things that can be done with children to promote learning. If only the special education teachers could become more creative with their available resources!

Planning With Teachers
Role Play #2

Duplicator Page #6

CONFIDENTIAL INSTRUCTIONS

ROLE DESCRIPTION: *Physical Education Teacher*

You are a member of a planning committee that has been given the responsibility of planning a three-hour in-service training session for the upcoming District Education Day. The meeting you are about to participate in is concerned with the selection of the topic area.

You are a physical education teacher assigned to two different elementary schools. You work with both regular class children and special education children.

One of your primary concerns is the development of fine motor and gross motor coordination. You have been amazed at the classroom teachers' lack of understanding of perceptual motor development. Though the ideas are quite new, they can't be successful without carry over into the classroom. Most of the teachers perceive your role as merely a "recreation" person.

You have used operant conditioning in a limited way and would like to see that implemented on a wider basis. Since you see the children on only a limited basis, there must be better coordination to see new ideas put to use. There are many new educational ideas that are not known to the staffs of your schools.

You definitely aren't the "pushy" sort and tend to take a "back seat" at meetings of this nat

ROLE PLAY #3

You are the IN-SERVICE WORKSHOP COORDINATOR for this role playing activity. You and your planning committee are charged with the selection of a topic area for a three-hour in-service training session for the upcoming District Education Day. You are to use a STRUCTURED INTERACTION APPROACH *for this planning activity.*

INDIVIDUALS LIST THEIR CONCERNS

The Structured Interaction Approach is a combination verbal/written activity. You will be providing a structure for the participants to 1) think through their needs (concerns), 2) become aware of the options that are available, and 3) match their needs to the options.

RANK ORDER THE CONCERNS

First, ask the participants to list on a piece of paper at least three different workshop topics that they feel would be appropriate.

Then, have them number the topics in terms of importance. (1 = most important, 2 = next most important, etc.)

LIST HIGH PRIORITIES ON CHART

After everyone has listed and ordered their topics, ask each member to describe their highest priority. As each topic is introduced, write it on the large sheet of paper for the group to see. Have the member go into a short description of the topic. Try to promote verbal interaction within the group. WRITE YOUR LIST ON THE LEFT SIDE OF THE PAPER. After you have listed the primary topics, probe for *other* topics that the members of the planning group would like listed.

LIST OPTIONS ON CHART

Then, list on the right side of the paper the available options, (see list at bottom of page). As you list each option, describe it briefly for the group.

MATCH OPTIONS AND CONCERNS

Ask the group to match options with concerns. Probe individual members and try to get all participants involved in making the matches and discussing them. Draw a line between each concern and the option that it matches.

MAKE DECISION

Call for the group to come up with a concensus opinion regarding which topic will be used at the District Education Day in-service training session. Help the group with this decision.

LIST OF POSSIBLE AREAS FOR THE IN-SERVICE TEACHER TRAINING SESSION

- Communicating With Parents
- Using Psychological Test Results in Teaching
- Student Assessment Through Individual Diagnosis
- Creating Positive Student Self-Awareness
- Helping the Regular Class Teacher Deal With The Exceptional Child
- How To Effectively Use Teacher Aides
- Classroom Management Techniques

CONFIDENTIAL INSTRUCTIONS

ROLE DESCRIPTION: *Learning Disabilities Teacher*

You are a member of a planning committee that has been given the responsibility of planning a three-hour in-service training session for the upcoming District Education Day. The meeting you are about to participate in is concerned with the selection of the topic area.

You are new to the school system. Your old job was exciting because of the LD program and how it was implemented. In your new job, however, there is no clear cut definition of the role of the LD teacher and how it can help regular class and special education teachers. If the teachers were more aware of the services you can offer, it would greatly help them in dealing with their learners.

Your impressions of the teachers that you are in contact with is that they are not aware of some of the newer ideas in education. For instance, you have seen no systematic use of proven behavior management/modification programs. The use you see is rather sporadic with little or no follow-through.

You tend to be a rather quiet person and would rather not initiate ideas to the group.

Planning With Teachers
Role Play #3

Duplicator Page #8

CONFIDENTIAL INSTRUCTIONS

ROLE DESCRIPTION: *Teacher of the Blind*

You are a member of a planning committee that has been given the responsibility of planning a three-hour in-service training session for the upcoming District Education Day. The meeting you are about to participate in is concerned with the selection of the topic area.

Your class of blind and partially seeing children is located in a public school along with other regular class children. You are very involved with regular class teachers and continually pass ideas back and forth.

The thing that has impressed you most this year is that a number of your students would benefit more from regular class placement. There is currently no organized approach for moving learners from special education classes to regular classes.

Such an approach would call for the training of regular class teachers to become aware of the wide variety of instructional approaches that can be brought to bear on a learner.

Also, if parents could become more involved in the educational program, more time could be provided by the teacher for children with unique problems.

CONFIDENTIAL INSTRUCTIONS

ROLE DESCRIPTION: *Work-Study Coordinator*

You are a member of a planning committee that has been given the responsibility of planning a a three-hour in-service training session for the upcoming District Education Day. The meeting you are about to participate in is concerned with the selection of the topic area.

You are responsible for the work placement of all students who are on a "vocational track." Recently, though, you have become concerned about special education students and the services that could and should be offered to them.

Of particular interest is the integration of regular class students and special education students. From your vantage, most of the students in the school system would benefit from such a program.

If a testing program could be developed that truly assessed interests and abilities, it would assist in the establishment of integrated programs.

Finally, innovative parent involvement programs are springing up all over the state. It's about time your district became interested in procedures for involving parents in school related activities.

Planning With Teachers
Role Play #3

Duplicator Page #9

CONFIDENTIAL INSTRUCTIONS

ROLE DESCRIPTION: *Reading Consultant*

You are a member of a planning committee that has been given the responsibility of planning a three-hour in-service training session for the upcoming District Education Day. The meeting you are about to participate in is concerned with the selection of the topic area.

You serve three schools within the district. All of these schools have special education rooms within the building.

A good portion of your time is spent working directly with teachers so that they can work with those students who really don't need your help. If a district-wide teacher training program could be started to "upgrade" classroom teachers in basic diagnosis and remediation practices, it would greatly assist in moving towards a more effective usage of the reading consultant. Ideally, you'd like to work primarily with those children who have severe reading problems.

Also, a viable plan for referrals and testing should be developed. The responsibility should lie with the classroom teacher for implementing such a plan. Then, teachers would understand the necessity of keeping abreast of the many different instructional materials that are available.

__ Pre ___ Post

CONTENT EVALUATION FORM

1. List four (4) strategies that can enhance the effectiveness of a planning committee meeting.

2. The following procedure(s) can assist in focusing attention on a specific topic area during a discussion session:

Answers to Duplicator Page #10

___ Pre ___ Post

CONTENT EVALUATION FORM

1. List four (4) strategies that can enhance the effectiveness of a planning committee meeting.

--goal directed
--structure for interaction
--opportunity to explore individual interests
--presentation of options
--identification of individual problems (concerns)
--visual organizer
--openness of leader

2. The following procedure(s) can assist in focusing attention on a specific topic area during a discussion session:

--visual organizer
--discussion agenda
--appropriate reinforcement by leader

WORKSHOP EVALUATION FORM

1. The experience was:

   ___ a) worth the time spent

   ___ b) too long

   ___ c) too short

2. Do you think you were adequately prepared for the material presented?

   ___ Yes ___ No If no, explain.

3. How does this workshop enhance the skills of an in-service teacher trainer?

WORKSHOP TRAINING KIT

CREATING DISCUSSION TAPES

PRIMARY AUTHORS

S. JOSEPH LEVINE

TED WARD

USOE/MSU REGIONAL
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WORKSHOP TRAINING KIT

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CREATING DISCUSSION TAPES

--LEADER'S GUIDE--

OVERVIEW

This activity focuses on the design of interactive tape recordings that can be used to communicate information to teachers about instructional materials. Operating in dyads (pairs), the participants will become familiar with some instructional materials, assess another dyad's interest in each of these materials, select one of the materials for the recording, plan the presentation, record the presentation, exchange tapes with the other dyad, listen to the tape, and discuss the strengths and weaknesses of the recording.

OBJECTIVES

Through the activity the participant will

--become aware of the steps necessary in the instructional design process.

--have an opportunity to design an instructional tape recording.

--experience and critique an instructional tape recording designed by other participants.

--become familiar with the use and handling of a cassette recorder.

At the conclusion of the activity the participant will

--be able to list three procedures that can be used on a tape recording that will assist in stimulating discussion.

--be able to specify the teacher aspects that must be assessed to insure that a taped presentation meets their needs.

PREREQUISITES

The leader should be familiar with the value of interactive tape recordings (active versus passive). There are no other prerequisites for either the leader or the participants.

TIME NEEDED

The total activity will take 90 minutes.

Introduction	5 minutes
Become Familiar	15 minutes
Assess Other Dyad	5 minutes
Plan Presentation	20 minutes
Record Presentation	15 minutes
Exchange Tapes	
Listen to Presentation	5 minutes
Discuss with Other Dyad	10 minutes
Large Group Discussion	15 minutes

MATERIALS NEEDED

1. TO BE DUPLICATED:

All pages to be duplicated are marked "Duplicator Page #__" in the upper right hand corner. Use the pages in this kit so marked as masters.

FOR EACH DYAD (PAIR):

--Description of Activity	Duplicator Page 1
--Sequence of Events	Duplicator Page 2
--Hints for Designing Tapes to Communicate	Duplicator Page 3
--10 of each of the IDEA CARDS	Duplicator Page 4

--Information about instructional materials
(NOTE: This information has not been provided in this kit. You will need information about eight different instructional materials. The information should include a brief description, a detailed description, and if possible, a teacher guide. Each dyad will receive information about four materials.)

FOR EACH PERSON:

--Content Evaluation Form	Duplicator Page 5
--Workshop Evaluation Form	Duplicator Page 6

2. OTHER MATERIALS:

--Blank cassette (one per dyad)
--Cassette tape recorder (one per dyad)

PHYSICAL ARRANGEMENTS NEEDED

Tables and chairs sufficient to organize participants in separate dyads of two. There must be an even number of dyads.

(If you have a few extra participants, add them to dyads and utilize some triads in your organization.) There should be ample room between dyads to minimize interference between groups when the tape recorders are used.

PROCEDURE

1. If you will be using a pre-test (Content Evaluation), you should administer it at the very beginning.

2. Organize participants so that they are seated in dyads (pairs). There must be an even number of teams. (Enlarge some teams to three if necessary to make an even number.)

3. Briefly describe the activity:

   "During this activity you will be working as teams to create a short tape recording that will be used with teachers to get them to discuss an instructional material. Your task is to create a tape recording that will induce discussion."

   "To assist in your task, each team will be given information about four different instructional materials. Read this information carefully. Then, find another team and find out what they know about these four materials. You will be attempting to select the one material that the other team knows the least about and would like to know more about."

   "After selecting the material for your presentation, you will plan and actually record a presentation that will get the other group to discuss the material."

   "Toward the end of the activity you will trade tapes with the other team, listen to their tape, and then discuss its strengths and weaknesses."

   Hand out "Description of Activity" Duplicator Page 1. (Allow time to read.)

   Hand out "Sequence of Events" Duplicator Page 2.
   Hand out "Hints for Designing Tapes to Communicate" Duplicator Page 3. (Allow time to read.)

   "To make your planning easier, you will be given a pack of IDEA CARDS. Use these cards to jot down ideas for your presentation."

   Hand out "IDEA CARDS" Duplicator Page 4.

4. Before the participants begin the activity, have them check their recorders to see that they're operating okay.

5. Ask if there are any questions.

6. Hand out the information to each dyad about their four instructional materials and begin the activity.

   NOTE: Half of the dyads will get information on the same four instructional materials. The other half of the dyads will all get information on another set of four materials. It is important that when two different dyads get together during the activity that they each have information on different instructional materials. This can be simplified by labelling half of the dyads as "A" and the other half as "B". When dyads get together they must be an A-B combination.

7. Keep track of time and alert the participants when it is time to move to the next part of the activity. A few minutes warning prior to the end of each step will help keep the dyads moving at the same pace. Try moving around the room and answer any questions that participants may have.

   NOTE: Reinforce to the dyads that the focus of this activity is creating a tape recording that will induce discussion.

8. At the conclusion of the activity have a large group discussion.

9. Post test (see the last pages of this guide for content evaluation and workshop evaluation forms).

DISCUSSION GUIDE

During the discussion you should probe with questions that deal with the use of tape recordings to induce discussion. The following questions should assist in your discussion.

"What problems did you have in designing your tape?"

"When you listened to the other dyad's presentation, how effective was it in inducing discussion?"

"Which of your IDEA CARDS were the most help in creating a discussion tape?" (Have dyads read selected cards.)

"If someone else were about to create a similar type of tape recording, what suggestions would you offer?"

"What is the value of this tape recorded approach in getting information to teachers?"

EVALUATION

Two forms are provided which can be used to help you gather data on content learning and the workshop activity itself. On the content evaluation form we have included in italics those answers most frequently occurring during our field testing of the kit. Perhaps they will assist you to evaluate your workshop responses.

DESCRIPTION OF ACTIVITY

This is a simulated activity. You and your partner will be working as a team to create a tape recording that will be used with teachers. The "teachers" that you will be designing for are the other dyad. The objective of your taped presentation is twofold:

a) deliver information about a new instructional material,

b) have the listeners enter into a discussion about the material rather than passively listening to the tape.

You will be given information about four different instructional materials. You will assess the interest and knowledge of another dyad, and based on this assessment you will select one of these materials to build your recording.

SEQUENCE OF EVENTS

This is a timed activity and will consist of the following timed steps:

BECOME FAMILIAR *(15 minutes)*

Examine the information you have been given about the four different instructional materials. (For each of the four materials there is an INFO CARD and a set of the manufacturer's literature.)

ASSESS THE OTHER DYAD *(5 minutes)*

Interrogate the other dyad and find out what they know about the four materials. Examine: a) their interest in this type of material and b) their prior knowledge about the material. You may use the INFO CARD during this interrogation. If the dyad is well informed about the material, try one of your other materials. You will be selecting one of your four materials for your recorded presentation.

PLAN PRESENTATION *(20 minutes)*

Use the IDEA CARDS to plan your presentation. Sketch out ideas on the IDEA CARDS about the material that you would like to communicate to the other dyad. Use as many IDEA CARDS as are necessary. For your recorded presentation, you may include any of the printed material that has been provided or any other material that you would like the listener to examine. (If you use printed material, make sure you instruct the listeners how you would like them to use it.) HINT: As you complete IDEA CARDS, lay them out on a desk top as a flow chart of your recording. MAKE YOUR RECORDING INTERACTIVE!

RECORD PRESENTATION *(15 minutes)*

Make a 5 *minute taped presentation about the instructional material that you have selected.* Your presentation should be informative and allow the listeners to make a decision regarding the value of this instructional material for their own teaching setting. Your presentation should communicate to the teachers an understanding of this instructional material. (i.e., physical characteristics, use, value, etc.)

EXCHANGE TAPES

Exchange tapes with the other dyad.

LISTEN TO PRESENTATION *(5 minutes)*

First, listen to the other dyad's presentation. Then briefly discuss with your partner its strengths and weaknesses.

DISCUSS STRENGTHS & WEAKNESSES *(10 minutes)*

Get together with the other dyad. Discuss the strengths and weaknesses of each other's presentations.

DEBRIEFING

Total group discussion.

HINTS FOR DESIGNING TAPES TO COMMUNICATE

- Begin the tape by telling the listeners the purpose (objective) of the tape (experience).
- Speak clearly using terms that the listeners are sure to know.
- Program your tape for involvement!

  Use stop points during the tape when the listeners can discuss ideas, complete worksheet items, examine an artifact, or act out a simulated activity.

  Suggest that the listeners make notes during the "listening time."

  Program into the tape timed periods for interaction. (The tape runs silently for a period of time.)
- Your voice is important. Show some excitement, don't talk down to the listeners, make it sound interesting.
- Provide the listeners with an outline of the information presented on the tape.
- Be brief, direct, and to the point. (If an idea is complex and will take the listeners a bit of time to understand, have them stop the tape rather than going into long and complicated explanations.)

IDEA CARDS

IDEA CARD—*RELATING*

Have the listeners TELL (in terms of their own experiences) . . .

IDEA CARD—*RELATING*

Have the listeners TELL (in terms of their own experiences) . . .

IDEA CARD—*INQUIRING*

ASK the listeners . . .

IDEA CARD—*INQUIRING*

ASK the listeners . . .

IDEA CARD—*INFORMING*

TELL the listeners . . .

IDEA CARD—*INFORMING*

TELL the listeners . . .

___ Pre ___ Post

CONTENT EVALUATION FORM

You are about to design a cassette tape that will stimulate the listeners to *discuss* an instructional material.

1. List 3 procedures that you could use on the recording that would assist in stimulating discussion.

   _____

   _____

   _____

2. What needs to be assessed to insure your tape will work?

Answers to Duplicator Page #5

___ Pre ___ Post

CONTENT EVALUATION FORM

You are about to design a cassette tape that will stimulate the listeners to *discuss* an instructional material.

1. List 3 procedures that you could use on the recording that would assist in stimulating discussion.

   See Duplicator Page #3 (Hints for Designing Tapes to Communicate) to assess the responses to this question.

2. What needs to be assessed to insure your tape will work?

   --what teachers already know
   --what teachers want to know
   --what teachers need to know

WORKSHOP EVALUATION FORM

1. The experience was:

   ___ a) worth the time spent

   ___ b) too long

   ___ c) too short

2. Do you think you were adequately prepared for the material presented?

   ___ Yes ___ No If no, explain.

3. How does this workshop enhance the skills of an in-service teacher trainer?

WORKSHOP TRAINING KIT

DISCUSSION LEADERSHIP SIMULATION

PRIMARY AUTHOR

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INSTRUCTIONAL MATERIALS CENTER
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WORKSHOP TRAINING KIT

DISCUSSION LEADERSHIP SIMULATION

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DISCUSSION LEADERSHIP SIMULATION

--LEADER'S GUIDE--

OVERVIEW

Participants are organized into groups of four to six for this activity. During the activity, each member of the group will have a chance to conduct a small group discussion that utilizes one of three different discussion leadership "styles."

--closure
--content
--experience

Group discussions will be going on simultaneously. Following these discussions, the small groups will reconvene as a large group for a discussion of the experience and a review of the three discussion leadership "styles."

OBJECTIVES

Through the activity the participant will

--have an opportunity to practice the use of a discussion leadership "style."

--participate in discussions that utilize the three different discussion leadership "styles."

At the conclusion of the activity the participant will

--be able to list three different discussion leadership "styles."

--be able to define the characteristics of each of these discussion leadership "styles."

--be able to list the strengths and weaknesses of each of these discussion leadership "styles."

PREREQUISITES

For the leader: Familiarity with the three different discussion leadership styles, their characteristics, strengths, and weaknesses.

For the participants: There are no prerequisites for the participants.

TIME NEEDED

A total of one hour will be needed for the entire activity.

Introduction	10 minutes
Activity	30 minutes
Discussion	20 minutes

MATERIALS NEEDED

1. TO BE DUPLICATED:

All pages to be duplicated are marked "Duplicator Page # " in the upper right hand corner. Use the pages in this kit so marked as masters. The pages marked "Transparency Page # " should be used as masters to process overhead transparencies.

ONE FOR EACH GROUP:

--A packet of six "Leadership Style Cards"	Duplicator Pages 1-3

ONE FOR EACH PERSON:

--Content Evaluation Form	Duplicator Page 4
--Workshop Evaluation Form	Duplicator Page 5

2. OTHER MATERIALS:

--"Leadership Styles"	Transparency Page 1
--"Activity Format"	Transparency Page 2
--Overhead projector	

PHYSICAL ARRANGEMENTS NEEDED

Tables and chairs sufficient to organize participants in groups of 4-6. There should be ample separation between groups to minimize interference during their discussions.

PROCEDURE

1. If you will be using a pre-test, you should administer it at the very beginning.

2. Begin by introducing and briefly discussing the three different discussion leadership styles. Use transparency #1 for this.

3. Briefly describe the activity:

   "You will be broken up into groups of 4-6. Each group will be given a set of 'Leadership Style Cards'. (Project Transparency #2) Each member of the group draws one card. Do NOT share the content of your card with any other group member. After all members of the group have carefully read their cards, one person should volunteer to lead a discussion that is outlined on their card. Following this discussion, members of the group will guess what discussion leadership 'style' was used and how they were able to decide. Each member of the group will lead a short discussion in the same manner."

4. Divide into groups of 4-6.

5. Pass out "Leadership Style Cards."

6. Begin small group discussions.

7. Allow 30 minutes (or as much time as needed) for the activity. You can keep the groups moving at the same pace by keeping time and announcing at appropriate intervals "Begin your next discussion now," and "Finish your discussion and guess the discussion leadership style."

8. Large group discussion.

9. Post test/Evaluation

DISCUSSION GUIDE

Ask the participants to reflect on the activity. Use questions like:

"What was the hardest discussion leadership style to use?"
"Which style was easiest to guess?"
"Which style is most often used?"
"Which style(s) would seem to be most productive at a workshop on _____?"
"Which style are you most comfortable with?"

During this discussion you may want to again project transparency #1.

EVALUATION

Two forms are provided which can be used to help you gather data on content learning and the workshop activity itself. On the content evaluation form we have included in italics those answers most frequently occurring during our field testing of the kit. Perhaps they will assist you to evaluate your workshop responses.

LEADERSHIP STYLES

CLOSURE

ANSWERABLE BY SHORT RESPONSES THAT TEND TO CONCLUDE, COMPLETE, OR HALT A FLOW OF IDEAS.

(OFTEN THESE ARE YES/NO, RIGHT/WRONG OR OTHER SIMPLE-RESPONSE QUESTIONS.)

CONTENT

PUTTING ATTENTION ON THE SUBJECT MATTER OR MAIN CONTENT OF THE DISCUSSION.

(OFTEN THESE ARE QUESTIONS CALLING FOR RECALL, ELABORATION, OR RESTATEMENT OF THE INFORMATION THAT IS "ON THE TOPIC.")

EXPERIENCE

PUTTING FOCUS ON THE RELATION OF CONTENT TO THE PARTICIPANT'S EXPERIENCE.

(OFTEN THESE ARE QUESTIONS ASKING FOR CONNECTION BETWEEN THE NEW INFORMATION AND THE PAST EXPERIENCE OR UNDERSTANDINGS OF THE PARTICIPANTS.)

ACTIVITY FORMAT

What is the DISCUSSION LEADERSHIP STYLE?

CLOSURE

CONTENT

EXPERIENCE

LEADERSHIP STYLE CARD

Discussion Topic:

Discussion Style:

2 minutes—Person "A" leads discussion

2 minutes—Group guesses discussion style

2 minutes—Person "B" leads discussion

2 minutes—Group guesses discussion style

etc.

LEADERSHIP STYLE CARD

You will lead a 2 minute discussion with your group.

Your DISCUSSION TOPIC is:

THE ADVANTAGES OF STUDDED SNOW TIRES

Your DISCUSSION STYLE is:

CONTENT

Hints:

Let the group members know what your topic is. During your discussion you should make sure some of the following points are brought up:

- studded snow tires grip the pavement better when it is icy.
- studded snow tires let you stop quicker.
- with studded snow tires there is less chance of spinning around when stopping.
- studded snow tires allow you to accelerate quickly.

Use direct questions that force the participants to focus on the content of your topic. ("What can studded snow tires do better than regular snow tires?", etc.) Try to conduct your presentation so that the group members learn something!

Discussion Leadership Simulation Duplicator Page #1

LEADERSHIP STYLE CARD

You will lead a 2 minute discussion with your group.

Your DISCUSSION TOPIC is:

THE USE OF REPORT CARDS IN SCHOOLS

Your DISCUSSION STYLE is:

EXPERIENCE

Hints:

Let the group members know what your topic is. Use questions that call for the group members to relate their own experiences to the topic. Your main concern is to make the group members aware of this topic.

Examples:

"Do you feel report cards serve a purpose?"

"How are report cards used in your school?"

Try to conduct your presentation so that the group members learn something!

LEADERSHIP STYLE CARD

You will lead a 2 minute discussion with your group.

Your DISCUSSION TOPIC is:

EVERYONE SHOULD HAVE A HOBBY!

Your DISCUSSION STYLE is:

CLOSURE

Hints:

Let the group members know what your topic is. Use questions that call for "yes/no" answers or short factual answers.

Examples:

"Do you have a hobby?"
"What is your hobby?"
"Have you ever tried pottery?"

Try to conduct your presentation so that the group members learn something!

Discussion Leadership Simulation Duplicator Page #2

LEADERSHIP STYLE CARD

You will lead a 2 minute discussion with your group.

Your DISCUSSION TOPIC is:

LARGE CITIES IN THE UNITED STATES

Your DISCUSSION STYLE is:

CLOSURE

Hints:

Let the group members know what your topic is. Use questions that call for "yes/no" answers or short factual answers.

Examples:

"Have you ever been to New York?"
"What is the largest city in the United States?"

Try to conduct your presentation so that the group members will learn something!

LEADERSHIP STYLE CARD

You will lead a 2 minute discussion with your group.

Your DISCUSSION TOPIC is:

THE ARCHITECTURAL DESIGN OF PUBLIC SCHOOLS

Your DISCUSSION STYLE is:

EXPERIENCE

Hints:

Let the group members know what your topic is. Use questions that call for the group members to relate their own experiences to the topic. Your main concern is to make group members aware of this topic.

Examples:

"What type of building do you like to work in?"

"Do you think schools should be multi-story or single story? Why."

Try to conduct your presentation so that the group members learn something!

Discussion Leadership Simulation Duplicator Page #3

LEADERSHIP STYLE CARD

You will lead a 2 minute discussion with your group.

Your DISCUSSION TOPIC is:

THE SERVICES OF A CONSULTANT TEACHER

Your DISCUSSION STYLE is:

CONTENT

Hints:

Let the group members know what your topic is. During your discussion you should make sure your group members learn some specific facts about the role of a consultant teacher.

Examples:

"Why is it important that a consultant teacher be available to regular class teachers?"

"What three services can a consultant teacher provide?"

Use direct questions that force the participants to focus on the content of your topic. Try to conduct your presentation so that the group members learn something!

CONTENT EVALUATION FORM

List three discussion leadership styles and describe the characteristics of each.

DISCUSSION LEADERSHIP STYLES	CHARACTERISTICS
1.	
2.	
3.	

CONTENT EVALUATION FORM

List three discussion leadership styles and describe the characteristics of each.

DISCUSSION LEADERSHIP STYLES	CHARACTERISTICS
1. *CLOSURE*	*Answerable by short responses that tend to conclude, complete, or halt a flow of ideas.*
2. *CONTENT*	*Putting attention on the subject matter or main content of the discussion.*
3. *EXPERIENCE*	*Putting focus on the relation of content to the participant's experience.*

WORKSHOP EVALUATION FORM

1. The experience was:

   ___ a) worth the time spent

   ___ b) too long

   ___ c) too short

2. Do you think you were adequately prepared for the material presented?

   ___ Yes ___ No If no, explain.

3. How does this workshop enhance the skills of an in-service teacher trainer?

4. Comments

WORKSHOP TRAINING KIT

STRUCTURED SCRIPTS

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WORKSHOP TRAINING KIT

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STRUCTURED SCRIPTS

--LEADER'S GUIDE--

OVERVIEW

In-service educators have as one of their tasks that of informing teachers of the availability of instructional materials that may be of value to them. This activity provides an experience in the design of an informative tape recording that informs teachers of an instructional material. Groups of two to four people are each given an instructional material, information about that material, a script structure form, and tape recorder. Each group examines their instructional material and develops the actual tape recording by selecting and completing parts of the script structure form.

OBJECTIVES

Through the activity the participant will

--select and organize specific components of a recorded presentation about an instructional material.

--become more familiar with the operation of a tape recorder.

--interact with other professionals regarding the selection and organization of information about instructional materials.

At the conclusion of the activity the participant will

--be able to list at least ten characteristics of an instructional material that should be communicated to teachers.

--be able to specify at least two reasons why interactive recordings are preferable to passive recordings for the presentation of information.

--be able to critique a tape recording that is used to communicate about an instructional material.

PREREQUISITES

For the leader: A basic understanding of the instructional materials that are used in conjunction with this kit. A basic understanding of how to use a tape recorder and formats that can be used for preparing tape recordings that involve the listeners.

For the participants: Since all of the material needed for this activity is provided for the participant, there are no special prerequisites needed for successful completion of the activity.

TIME NEEDED

The entire activity takes approximately 90 minutes (1½ hours). It is suggested that the leader use a chart with the following schedule displayed so as to keep the activity moving on schedule.

TIME SCHEDULE	
Introduction	5 minutes
Task 1-3	20 minutes
Task 4	10 minutes
Task 5	20 minutes
Task 6	5 minutes
Task 7	15 minutes
Discussion	15 minutes

MATERIALS NEEDED

1. TO BE DUPLICATED:

All pages to be duplicated are marked "Duplicator Page # " in the upper right hand corner. Use the pages in this kit so marked as masters.

ONE FOR EACH GROUP:

--Sequence of Tasks	Duplicator Page 1
--Structure Cards (these should be cut up prior to the workshop)	Duplicator Pages 2-6
--Reaction Sheet	Duplicator Page 7

ONE FOR EACH PERSON:

--Content Evaluation Form	Duplicator Page 8
--Workshop Evaluation Form	Duplicator Page 9

2. OTHER MATERIALS:

--a different instructional material for each group
--accompanying descriptive information (manufacturer's catalog description)
--blank cassette tapes
--cassette tape player/recorders with microphone (battery operated if possible)

PHYSICAL ARRANGEMENTS NEEDED

Tables and chairs sufficient to organize participants in separate groups of two to four. There should be ample room between groups to minimize interference between groups when the tape recorders are used.

PROCEDURE

1. Organize and seat participants in groups of 2-4.

2. Provide each group with duplicated pages, an instructional material, descriptive information about the material, a cassette tape recorder, and blank tape cassette.

3. Briefly describe the activity:

   "You will be operating as groups during this activity. Your group task will be to design a tape recording that informs the listener of an available instructional material and describes that material. You will have time to actually make the recording during this activity. At the end of the activity groups will exchange tape recordings and evaluate them."

   You may also want to discuss the specific objectives of the activity. (If you intend to use it, the pre-test Content Evaluation can be introduced here.)

4. Introduce the time schedule and describe each of the tasks to the participants.

5. Begin the activity.

   NOTE: During the activity, try to move about the room and observe the progress of each group. Try not to interrupt progress, but feel free to assist groups that are having problems. Make your intervention minimal! Your role should also be concerned with keeping the groups moving along <u>on schedule</u>.

6. Keep track of the elapsed time and announce the beginning of each task to the participants.

   "You should now be beginning Task #4", etc.

7. The separate tasks within the activity (the sequence of events) are clearly outlined on Duplicator Page #1 (Sequence of Tasks).

You may wish to reinforce the following ideas:

--each group should follow (stay with) the exact sequence of tasks. (Don't skip around.)

--your tape must be designed for teachers to tell teachers about a particular material.

--a copy of the actual instructional material will accompany the tape.

--the random numbers on the Structure Cards are merely for recording the sequence. They have no other value.

--the Structure Cards are basically "starters" for short paragraphs of a tape script.

--some Structure Cards have little value and should be discarded. Part of your job is to find and discard these.

--can you develop a recording that will "turn on" a teacher to further examine an instructional material?

8. When the time has run out, call for a large group discussion of the activity.

9. Post test

DISCUSSION GUIDE

Ask groups to share their responses to the three questions on the Reaction Sheet (Duplicator Page 7). If you wish, you can tabulate the responses for each question on a blackboard or overhead projector. This should provide feedback to the participants on the types of information most often included or excluded when preparing informational tape recordings.

You may want to further probe the groups with questions such as:

--"Which paragraphs were the most important?"
--"How did your group select particular paragraphs?"
--"What variables within the sequencing makes for stronger or weaker presentations?"
--"How were you able to stimulate active involvement through the tape that your group designed?"

EVALUATION

Two forms are provided which can be used to help you gather data on content learning and the workshop activity itself. On the content evaluation form we have included in italics those answers most frequently occurring during our field testing of the kit. Perhaps they will assist you to evaluate your workshop responses.

SEQUENCE OF TASKS

You will be operating as a group during this activity. For the sake of the activity, picture yourselves as a team of in-service teacher trainers working for a school district. You have been given responsibility to create an informational tape recording about an instructional material. You have a number of copies of this material and you will be sending a copy of the material along with a cassette tape to each school in your district. During the next hour you will develop the script for your recording, make the actual recording, and have a chance to field test it. You will need the following materials for this activity:

—Structure Cards (a total of 28)
—Instructional material
—Manufacturer's information about the instructional material
—Blank cassette tape
—Cassette tape recorder
—Reaction Sheet

Remember, you will be working as a group.

20 minutes

TASK 1 Select 15 of the Structure Cards for your presentation. (Enter the card numbers in the space below.)

____ ____ ____ ____ ____
____ ____ ____ ____ ____
____ ____ ____ ____ ____

TASK 2 Eliminate 3 cards from the above list. (Cross them out in the above listing.)

TASK 3 Sequence the cards in the most appropriate presentation order. (Enter the card numbers in the space below.)

1. ____	5. ____	9. ____
2. ____	6. ____	10. ____
3. ____	7. ____	11. ____
4. ____	8. ____	12. ____

10 minutes — TASK 4 Enter the appropriate specific information on each card—or—rewrite individual cards to make them specific to your instructional material. (When finished, these cards will be the script for your tape.)

20 minutes — TASK 5 Record your presentation. (Using your structure cards as a script, record them on the cassette.)

5 minutes — TASK 6 Exchange with another group. (Find another group that is finished with their recording. Exchange your cassette, instructional material, and manufacturer's information with them.)

15 minutes — TASK 7 Listen to the other group's presentation and fill out the Reaction Sheet.

15 minutes — LARGE GROUP DISCUSSION. (If you are finished early, you may want to have a short discussion with the group you exchanged with. Try not to disturb other groups that aren't yet finished.)

STRUCTURE CARDS

NOTE: Cut this page into six separate cards

Structure Card

Producer 78

For more information about _____ write to:

Use back of card to rewrite if necessary

Structure Card

_____

Use this card for information not included on other cards

Structure Card

_____

Use this card for information not included on other cards

Structure Card

Cost 28

The cost of _____ is $_____.

Use back of card to rewrite if necessary

Structure Card

Time Needed 57

In typical use, the _____ will take about _____ (daily, weekly, monthly).

Use back of card to rewrite if necessary

STRUCTURE CARDS

NOTE: Cut this page into six separate cards

Structure Card

Modifying 14

A modification of _____ that can be made is:

Use back of card to rewrite if necessary

Structure Card

Objectives 71

The objectives of this material are:

Use back of card to rewrite if necessary

Structure Card

Learner Prerequisites 85

For a learner to get the most benefit from this material he should _____ _____ prior to use.

Use back of card to rewrite if necessary

Structure Card

Cautions 59

When using this material watch out that you don't:

Use back of card to rewrite if necessary

Structure Card

How To Use 94

A teacher's guide is included that explains:

Use back of card to rewrite if necessary

Structure Card

Disability Area 15

This material is designed for use with _____ children.

Use back of card to rewrite if necessary

STRUCTURE CARDS

NOTE: Cut this page into six separate cards

Structure Card

Uniqueness 82

The unique quality of _____ is:

Use back of card to rewrite if necessary

Structure Card

Durability 65

To make this material more durable it is suggested that:

Use back of card to rewrite if necessary

Structure Card

Learner Characteristics 49

This material stresses the following characteristics:

Use back of card to rewrite if necessary

Structure Card

Supplementary Use 73

This material can also be used with _____ children.

Use back of card to rewrite if necessary

Structure Card

Assessing Learning 47

After using _____ you can assess student learn

Use back of card to rewrite if necessary

Structure Card

Purpose 63

The _____ is designed to:

Use back of card to rewrite if necessary

STRUCTURE CARDS

NOTE: Cut this page into six separate cards

Structure Card

Setting 31

It is suggested that the teacher use _____ _____ in a _____ setting.

Use back of card to rewrite if necessary

Structure Card

Follow-Up 52

Following the use of _____ you should have your learner:

Use back of card to rewrite if necessary

Structure Card

Transfer 34

The learning presented in _____ transfers to:

Use back of card to rewrite if necessary

Structure Card

Grade Level 23

Learners in grades _____ to _____ can make use of this material.

Use back of card to rewrite if necessary

Structure Card

Learner Prerequisites 37

This material is especially appropriate for the learner who has experienced:

Use back of card to rewrite if necessary

Structure Card

Preparation 44

Prior to using _____ the teacher should:

Use back of card to rewrite if necessary

STRUCTURE CARDS

NOTE: Cut this page into six separate cards

Structure Card

* * *

TAKE THE MATERIAL YOU HAVE BEEN GIVEN AND:

(NOTE: This card is provided to give the listeners of your tape a chance to interact with the material. Provide the structure for a brief activity that the listeners can participate in while the tape continues to run.)

Use back of card to rewrite if necessary

Structure Card

* * *

AT THIS POINT STOP THE TAPE AND . . .

STOP THE TAPE NOW

(NOTE: This card is provided to give the listeners of your tape a chance to interact with the material. Provide the structure for a brief activity that the listeners can participate in while the tape is stopped. Don't forget to tell them how long they have before they must restart the tape.)

Use back of card to rewrite if necessary

Structure Card

* * *

TAKE THE MATERIAL YOU HAVE BEEN GIVEN AND:

(NOTE: This card is provided to give the listeners of your tape a chance to interact with the material. Provide the structure for a brief activity that the listeners can participate in while the tape continues to run.)

Use back of card to rewrite if necessary

Structure Card

* * *

AT THIS POINT STOP THE TAPE AND . . .

STOP THE TAPE NOW

(NOTE: This card is provided to give the listeners of your tape a chance to interact with the material. Provide the structure for a brief activity that the listeners can participate in while the tape is stopped. Don't forget to tell them how long they have before they must restart the tape.)

Use back of card to rewrite if necessary

REACTION SHEET

After you have listened to the other group's tape, complete this sheet.

1. List below the information about the instructional material that you learned from the tape.

2. What further information would you like to know about the instructional material?

3. Which of the following topics were included on the tape?

___ Follow-up
___ Transfer
___ Learner Prerequisites
___ Preparation
___ Learner Characteristics
___ Setting
___ Purpose
___ Grade Level
___ Uniqueness
___ Durability
___ Supplementary Use
___ Assessing Learning
___ Objectives
___ How To Use
___ Disability Area
___ Cost
___ Time Needed
___ Modifying
___ Producer
___ Cautions
___ _____
___ _____
___ _____
___ _____

___ Pre ___ Post

CONTENT EVALUATION FORM

1. In communicating information about an instructional material to users (teachers, paraprofessionals, parents, etc.) you should include information related to a number of different categories. List as many different categories as you can think of: (i.e., producer, effectiveness with specific learners, etc.)

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Put a check (✓) in front of the *two* categories that you feel are most important.

Answers to Duplicator Page #8

___ Pre ___ Post

CONTENT EVALUATION FORM

1. In communicating information about an instructional material to users (teachers, paraprofessionals, parents, etc.) you should include information related to a number of different categories. List as many different categories as you can think of: (i.e., producer, effectiveness with specific learners, etc.)

Check this list against Question 3 on the Reaction Sheet (Duplicator Page #7)

2. Put a check (✓) in front of the *two* categories that you feel are most important.

The categories typically considered most important are:

--objectives
--transfer
--purpose
--assessing learning

WORKSHOP EVALUATION FORM

1. The experience was:

   ___ a) worth the time spent

   ___ b) too long

   ___ c) too short

2. Do you think you were adequately prepared for the material presented?

   ___ Yes ___ No If no, explain.

3. How does this workshop enhance the skills of an in-service teacher trainer?

WORKSHOP TRAINING KIT

EVALUATING WORKSHOP MATERIALS

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WORKSHOP TRAINING KIT

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EVALUATING WORKSHOP MATERIALS

--LEADER'S GUIDE--

OVERVIEW

During this activity the participants will have an opportunity to examine and evaluate an available material designed for use at a teacher workshop. The structure for the activity is provided by a pre-printed overhead transparency which provides four topical areas that should be found in a workshop activity. The participants, working in groups of four to five, will examine a material and then enter their responses directly on the transparency. The discussion at the conclusion of the activity will use the participant-created transparencies to examine the perceptions of the different groups of participants.

Any of the workshop activities provided in this set of materials or any that are available from other sources can be used in conjunction with "Evaluating Workshop Materials."

OBJECTIVES

Through the activity the participant will

--have an opportunity to become familiar with a workshop material.

--be exposed to a procedure for critically analyzing a workshop material.

--interact with other participants who are also involved in the use of workshop materials.

At the conclusion of the activity the participant will

--be able to name four criteria that can be used to critically analyze a workshop material.

--be able to cite examples of the four criteria.

PREREQUISITES

For the leader: Familiarity with the workshop material that is used in conjunction with this activity. The leader should take time prior to this activity to critically analyze the selected material so that appropriate feedback can be provided the participants.

For the participant: Some prior experience as a workshop leader. Without any prior experience, the participant will not have a referent and this activity will be too abstract to be very useful.

TIME NEEDED

The total activity will take one hour.

Introduction	10 minutes
Activity	25 minutes
Discussion	25 minutes

MATERIALS NEEDED

1. TO BE DUPLICATED:

All pages to be duplicated are marked "Duplicator Page # " in the upper right hand corner. Use the pages in this kit so marked as masters. The pages marked "Transparency Page # " should be used as masters to process overhead transparencies.

ONE FOR EACH PERSON:

--Analysis Guide	Duplicator Page 1
--Content Evaluation Form	Duplicator Page 2
--Workshop Evaluation Form	Duplicator Page 3

ONE FOR EACH GROUP:

--Responses to Analysis Guide	Transparency Page 1

2. OTHER MATERIALS:

--Transparency marking pens (one for each group)
--Workshop Material (one for each group)
(Any available material will work. If possible, all groups should have the same material.)
--Overhead projector

PHYSICAL ARRANGEMENTS NEEDED

Tables and chairs sufficient to organize participants in groups of 4-5. Each person should have his own copy of the Analysis Guide, but one transparency is provided to the group to be filled out together.

PROCEDURE

1. If you will be using a pre-test, administer it at the very beginning.

2. Briefly describe the activity:

   "You will be working in groups of 4-5. Your task will be to examine a workshop material that I will pass out. An 'Analysis Guide' is provided to assist your examination. You will be looking for evidences of four different components of a good workshop material. As you find evidences of these components, you will write them on the transparency that is provided. Following the activity we will have a large group discussion of what was found."

3. Divide into groups of 4-5.

4. Pass out material, "Analysis Guide," and "Responses to Analysis Guide" to each group.

5. Allow 25 minutes for the activity.

6. Large group discussion.

7. Post test/Evaluation

DISCUSSION GUIDE

During the discussion, you should capitalize on the use of the transparencies that the groups have created. Try calling on a spokesman from each group (one at a time) to come forward, project their transparency, and discuss the group's responses to the first criteria. After you have had each group respond to the first criteria (or when it seems that the first criteria has been thoroughly discussed) move on to the second criteria. With some skillful management you will be able to involve all of the participants in the discussion. In fact, the participants will end up leading the discussion! Conclude the discussion period by briefly reviewing the four criteria and their meaning.

EVALUATION

Two forms are provided which can be used to help you gather data on content learning and the workshop activity itself. On the content evaluation form we have included in italics those answers most frequently occurring during our field testing of the kit. Perhaps they will assist you to evaluate your workshop responses.

RESPONSES TO ANALYSIS GUIDE

1. ACTIVE INVOLVEMENT

2. PRECISE PLANNING

3. STAND ALONE

4. MEDIUM CONSISTENCY

ANALYSIS GUIDE

1. A workshop material should provide the participants an *opportunity for active involvement.* Active involvement can be provided through a number of different procedures—participants can plan, design, create, write, talk and share.

   WHAT EVIDENCES OF ACTIVE INVOLVEMENT DO YOU FIND IN THIS WORKSHOP MATERIAL?

   (Enter at #1 on transparency)

2. A workshop material should be *designed and planned very precisely.* The workshop coordinator should have a full understanding of his/her exact role during the workshop. The participants should be able to proceed through the workshop with a minimum of problems encountered due to poor planning and design. The workshop material should guide the participants very precisely toward new learning. It is best not to attempt to conduct a workshop in an "ad lib" or "off-the-cuff" manner.

   WHAT EVIDENCES OF PRECISE PLANNING DO YOU FIND IN THIS WORKSHOP MATERIAL?

   (Enter at #2 on transparency)

3. A workshop material should be *designed so that it can stand alone* and not be dependent upon an expert (or its designer) for delivery. If expert input is needed it should be built into the workshop material through a structured activity, cassette, printed feedback, movie, etc.

   HOW HAS THIS WORKSHOP MATERIAL BEEN DESIGNED SO THAT IT CAN STAND ALONE?

   (Enter at #3 on transparency)

4. Whenever possible the workshop material should be *designed to exemplify the procedure, strategy or method that is being presented* to the participants. (If a workshop material is designed around the topic of *tape recording*—a *tape recording* should be used to deliver the instruction. If the material is concerned with *diagnosis*—the material should provide an actual or simulated *diagnostic experience.*) The material procedure or process that is being "taught" at the workshop should be incorporated into the delivery plan of the workshop material. It is not sufficient to merely "talk" about a topic—unless, of course, the topic is "talking!"

   HOW IS "MEDIUM CONSISTENCY" SHOWN IN THIS WORKSHOP MATERIAL?

   (Enter at #4 on transparency)

___ Pre ___ Post

CONTENT EVALUATION FORM

1. Complete the following:

   A workshop material should:

   a. _____

   b. _____

   c. _____

   d. _____

2. Define "medium consistency."

Pre Post

CONTENT EVALUATION FORM

1. Complete the following:

A workshop material should:

a. *provide for active involvement*

b. *be precisely planned*

c. *be able to stand alone*

d. *be medium consistent*

2. Define "medium consistency."

The medium you use to communicate an idea should be consistent with the idea

--OR--

The medium you use to communicate an idea should serve to illustrate the idea.

--OR--

Don't <u>lecture</u> about tape recorders. Use a <u>tape recorder</u> to present the information.

WORKSHOP EVALUATION FORM

1. The experience was:

   ___ a) worth the time spent

   ___ b) too long

   ___ c) too short

2. Do you think you were adequately prepared for the material presented?

   ___ Yes ___ No If no, explain.

3. How does this workshop enhance the skills of an in-service teacher trainer?

WORKSHOP TRAINING KIT

THE LEADER ACTS...

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WORKSHOP TRAINING KIT

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THE LEADER ACTS...

--LEADER'S GUIDE--

OVERVIEW

This activity calls for the participants, operating in pairs, to make a record of the leadership behaviors displayed on a videotape recording. Each pair of participants is provided with a chart that has been printed on clear acetate and a transparency marking pen. A short videotape segment is presented and all of the pairs record on their transparency the sequence of behaviors demonstrated. Following the videotape presentation, participants discuss the demonstrated behaviors while projecting their transparencies. The discussion is followed by further "rounds" of record/discuss.

OBJECTIVES

Through the activity the participant will

--become aware of the variety of leadership roles that are used at in-service workshops.

--become aware of the variety of leadership activities that are needed to maintain a learning atmosphere at an in-service workshop.

--reflect on his own leadership styles that are most used at in-service workshops.

At the conclusion of the activity the participant will

--be able to list at least 10 different leadership behaviors that can be used at an in-service workshop.

--be able to define the characteristics of good workshop leadership behavior.

PREREQUISITES

There are no special prerequisites for either the leader or participants to successfully participate in this activity.

TIME NEEDED

A minimum of a half hour is needed for the activity. Depending on the number of videotape segments used and the amount of discussion following each segment, the activity can be extended beyond the half hour. It is suggested, however, that the activity not be allowed to extend beyond one hour.

MATERIALS NEEDED

1. TO BE DUPLICATED:

All pages to be duplicated are marked "Duplicator Page # " in the upper right hand corner. Use the pages in this kit so marked as masters. The pages marked "Transparency Page # " should be used as masters to process overhead transparencies.

FOR EACH PAIR:

--The Leader Acts... Transparency Page 1

NOTE: You may want to duplicate paper copies of this page to be used as a handout after the activity.

FOR EACH PERSON:

--Content Evaluation Form Duplicator Page 1
--Workshop Evaluation Form Duplicator Page 2

2. OTHER MATERIALS:

--Transparency marking pens
--Overhead projector
--Videotape recording
(Just about any videotape of someone conducting an in-service workshop will work. You should plan on using about four 5-minute segments from the tape. Preview these segments prior to the workshop and attempt to select segments that demonstrate a variety of the behaviors listed on Transparency Page #1. You will be amazed at the number of different behaviors that the participants will discover!)
--Videotape playback equipment

PHYSICAL ARRANGEMENTS NEEDED

Tables and chairs sufficient to organize participants so they can view the videotape and have a flat surface to fill out the transparency. There does not have to be separation between pairs.

PROCEDURE

1. If you will be using a pre-test (Content Evaluation), you should administer it at the very beginning.

2. Organize participants so that they are seated in pairs.

3. Hand out Transparency Page #1 and a transparency marking pen to each pair.

4. Describe to the participants the nature of the activity.

   "You will be viewing some short videotape segments showing an in-service workshop leader in the process of conducting a workshop. While viewing, you and your partner are to make a record of the types of leadership behaviors that you see demonstrated. You will make your record on the transparency that you have been given.

   For instance, if the leader on the tape begins by telling the participants something, make a dot after 'tells' at the first line. If the leader then questions the participants, make a dot after 'asks questions' at the second line. Continue making dots for each behavior demonstrated. Each time, move one line further to the right on the transparency. After viewing the segment, we'll connect the dots to form a graph showing the movement between behaviors.

   If you see behaviors that are not listed on the transparency, enter them in the blanks that are provided."

   (At this time you may wish to use the overhead projector and transparency #1 to show how the dots should be recorded.)

   "Are there any questions?"

5. Show the first videotape segment. (It is best to make this first segment rather short to allow the participants an opportunity to check to see if they're correctly filling out the transparency.)

6. Have participants discuss this first segment. Have them project their transparencies to assist in their discussion.

7. At this point, have participants clean their transparencies to prepare for the next segment.

8. Show next segment.

9. Discuss.

   (Show as many segments as time allows or until you feel participants are understanding the objectives of the activity.)

10. Large group discussion.

11. Post test (see the last pages of this guide for content evaluation and workshop evaluation forms).

DISCUSSION GUIDE

During the large group discussion try to reinforce the concept that "there are many different leadership behaviors that can be used at an in-service workshop." Be careful, don't get forced into defending specific behaviors as "best" behaviors. Instead, capitalize on the idea of using different styles. By so doing, you will stand a greater chance of providing valuable learning for all of the participants. Everyone will be able to spot those behaviors that they already use and those behaviors that they are not using but might want to adopt for use.

The following topical questions may assist in your discussion:

"Which behaviors seem to have been most used in the videotape?"

"How did the participants on the videotape respond to different leadership behaviors?"

"Of the areas shown on the far left of the transparency, which one was given the most attention by the leader(s) on the tape?"

"Based on what we have just done, what general recommendations would you make to someone about how to conduct their first workshop?"

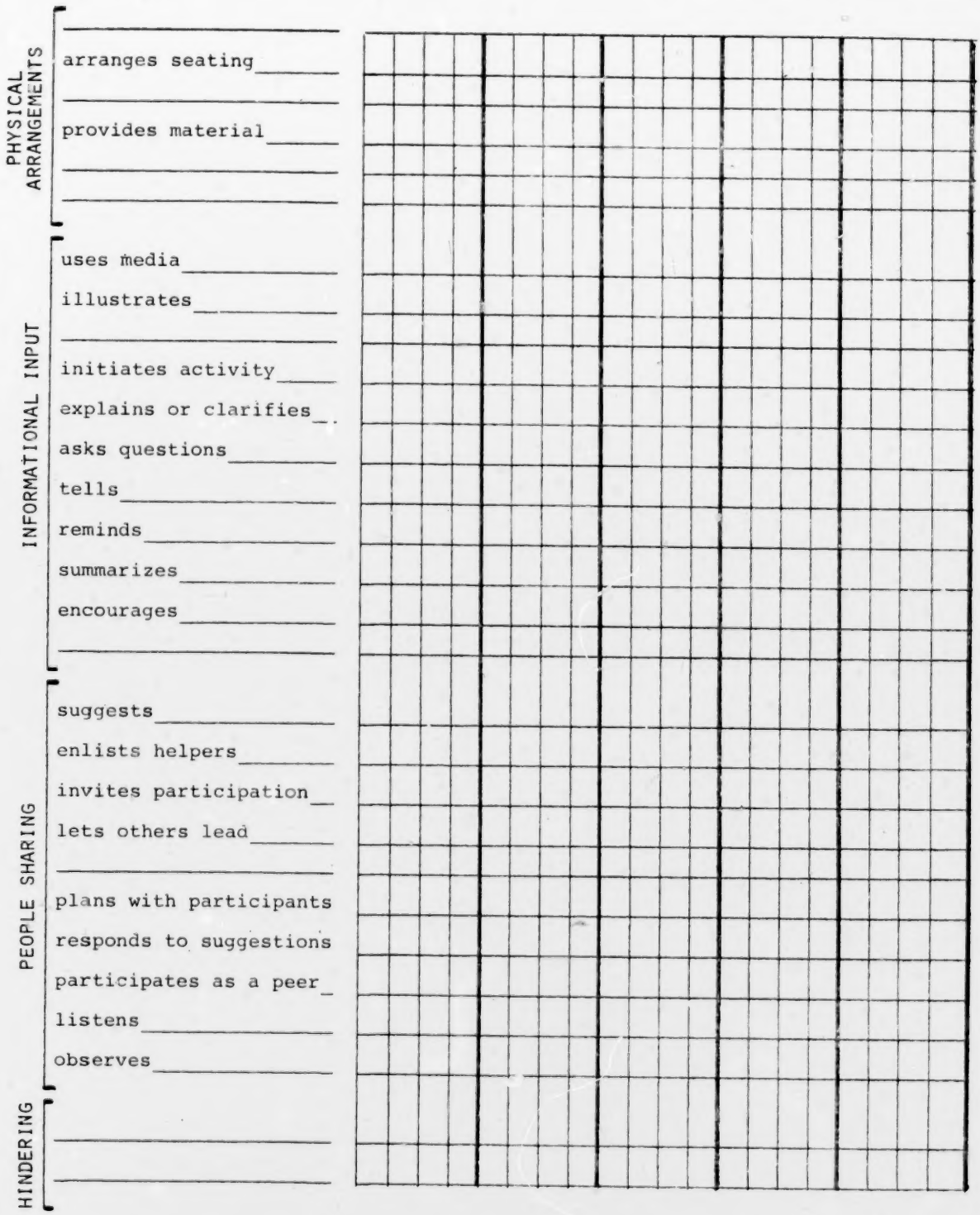
If the participants have not already mentioned it, you may want to discuss how this activity can be used with classroom teachers. They may have noticed that the transparency is not unique to running workshops, but can be used to record any instructional behavior. The transparency can be used in conjunction with any specific videotape to provide an experience to increase awareness of any instructional process.

EVALUATION

Two forms are provided which can be used to help you gather data on content learning and the workshop activity itself. On the content evaluation form we have included in italics those answers most frequently occurring during our field testing of the kit. Perhaps they will assist you to evaluate your workshop responses.

The Leader Acts . . .

Transparency Page #1



___ Pre ___ Post

CONTENT EVALUATION FORM

1. List some of the behaviors (things that a leader does) during a workshop that can be observed and recorded. Use single words or word phrases.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Answers to Duplicator Page #1

___ Pre ___ Post

CONTENT EVALUATION FORM

1. List some of the behaviors (things that a leader does) during a workshop that can be observed and recorded. Use single words or word phrases.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Evaluate the responses in terms of specificity and variance (many diverse behaviors are listed). The participants should list behaviors from the three categories--physical arrangements, informational input, people sharing. Use the transparency to assist in your evaluation of responses.

WORKSHOP EVALUATION FORM

1. The experience was:

   ___ a) worth the time spent

   ___ b) too long

   ___ c) too short

2. Do you think you were adequately prepared for the material presented?

   ___ Yes ___ No If no, explain.

3. How does this workshop enhance the skills of an in-service teacher trainer?